DOCUMENT RESUME

ED 131 359 CG 010 907

AUTHOR Delworth, Ursula; Aulepp, LuAnne
TITLE Training Manual for Paraprofessional and Allied Professional Programs.
INSTITUTION Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS AGENCY National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE Jun 76
GRANT NIMH-12419
NOTE 77p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Counseling Centers; *Counseling Services; Manuals; *Mental Health Programs; Models; *Paraprofessional Personnel; Professional Personnel; Program Descriptions; Program Guides; *Student Personnel Services; *Student Volunteers; Volunteers

ABSTRACT

This training manual is published by the Western Interstate Commission for Higher Education (WICHE) program Improving Mental Health Services on Western Campuses as a result of work done on a grant from the Experimental and Special Training Branch of the National Institute of Mental Health. The manual details considerations and ideas that have been found essential in planning programs that use paraprofessionals and allied professionals. Much of the material was assembled in preparation for on-campus testing and refining of the WICHE program's paraprofessional/allied professional model. The remainder of the material results from the knowledge and experience gained through this model's application. The model incorporates ideas and recommendations of task forces that were convened during the first three years of the grant. Membership of the task forces represented all segments of the university community. One of the recommendations the task forces made was that student volunteers or paraprofessionals and allied professionals should become more consistently and intimately involved in the delivery of services to students. The manual deals with planning, selection and training of personnel; the role and evaluation. It also includes a selection process example. (Author/NG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

TRAINING MANUAL for

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Paraprofessional and Allied Professional Programs

by Ursula Delworth and LuAnne Aulepp

CS 010 907

Western Interstate Commission for Higher Education

ED131359

TRAINING MANUAL

FOR

PARAPROFESSIONAL AND ALLIED PROFESSIONAL

PROGRAMS

by

Ursula Delworth and LuAnne Aulepp

Western Interstate Commission for Higher Education
An Equal Opportunity Employer
P.O. Drawer P Boulder, Colorado 80302

June 1976

TABLE OF CONTENTS

Acknowledgments v
Introduction vii
1. Model Overview 1
2. Planning For Paraprofessional and Allied Professional Programming 7
3. Selection of Positions and Personnel 17
4. Training of Personnel 27
5. The Professional's Role 39
6. Evaluation 45
Summary 53
Technical Appendixes
A. A Selection Process Example 57
B. Behavior Change Training Methodology 61
C. A Training Program Example 63
Bibliography 69

ACKNOWLEDGMENTS

We are grateful to Drs. Richard D. Grosz and Marv Moore for their reviews of the manuscript. Their comments and suggestions were very helpful to us in writing the final text of the manual. We also wish to express our appreciation to the WICHE editor, Reree Munoz, and to the program secretaries, Carol Francis and Marlys Estola, for their fine preparation of the manuscript for publication.

INTRODUCTION

This Training Manual for Paraprofessional and Allied Professional Programs is being published by the Western Interstate Commission for Higher Education (WICHE) program Improving Mental Health Services on Western Campuses as a result of work done on a grant (No. 12419) from the Experimental and Special Training Branch of the National Institute of Mental Health. The manual details considerations and ideas that have been found essential in planning programs that use paraprofessionals and allied professionals. Much of the material was assembled in preparation for on-campus testing and refining of the WICHE program's paraprofessional/allied professional model. The remainder of the material results from the knowledge and experience gained through this model's application.

Model Origins

The paraprofessional/allied professional model incorporates ideas and recommendations of task forces that were convened during the first three years of the grant (1970-1973). Two other models--one for the development of student service programs and one for the assessment and design of campus environments--have also resulted from the work of these task forces. Membership of the task forces represented all segments of the university community--students, faculty, student services, administration, and governing boards. The charge to each task force was to develop new ideas for the delivery of student services.

One of the recommendations each of these task forces made was that student volunteers or paraprofessionals and allied professionals should become more consistently and intimately involved in the delivery of services to students. The consensus among task force members was that these people could: (1) enrich the program development process with their knowledge and viewpoints, (2) enhance the delivery of services with peer rapport and the mixture of skills that accrue from interdisciplinary efforts, and (3) impart to program evaluation immediate and valuable information crucial to continuous program improvement.

During the grant's second three-year period (1973-1976), work has been concentrated first on the testing and refinement of models to implement the task forces' ideas and recommendations and then on the preparation of manuals for the model's use. Ursula Delworth, director of the program on Improving Mental Health Services on Western Campuses, had previous experience in the development and

implementation of student service programs in which paraprofessionals assumed important positions. Therefore, the model presented in this manual stems in part from work on a student paraprofessional model that has been described in a monograph she co-authored[1] and from the refinements made subsequent to the WICHE program's campus applications of it to initiate allied professional as well as paraprofessional student service programs.

The Manual

In applying the model on campus, the same progression of stages and processes as those detailed in the Training Manual for Student Service Program Development (WICHE, Publications Unit, P.O. Drawer P, Boulder, CO 80302) were used to develop programs in which paraprofessionals and allied professionals would take operational responsibilities. But, in each instance, the specialized nature of these programs required that additional attention be given to considerations and training content particular to this type of programming. The purpose, then, of this Training Manual for Paraprofessional and Allied Professional Programs is to present the additional material judged essential for the planning process. The discussion of this material is sequenced to be used in conjunction with the Program Development manual. From this standpoint, planners should view the Training Manual for Paraprofessional and Allied Professional Programs as a manual centered on content rather than on process.

The basic processes for planning student service programs as given in the Training Manual for Student Service Program Development are divided into five stages that cover:

Stage I--Assessment for a program idea, program selection, and formulation of a planning team to oversee its development.

Stage II--Specific program goals and objectives, program design, program evaluation procedures, and preparations for a pilot test of the program.

Stage III--Program pilot test, evaluation, and determination on continuation of the program.

Stage IV--Full program offering and concomitant operational procedures.

---

[1] Ursula Delworth, Grant Sherwood, Neff Casaburri, *Student Paraprofessionals: A Working Model for Higher Education*, Student Personnel Services No. 17 (Washington, D.C.: American Personnel and Guidance Association, 1974).

Stage V--Maintenance of the ongoing program and the development of new program ideas that its operation generates.

In developing paraprofessional/allied professional programs, planners need to take additional considerations into account when following the above program development process. In Stage I, for instance, the planning team concept will need to be augmented and special attention given to particular paraprofessional/allied professional programming requirements during the assessment for the program idea. In Stage II, the team will need to develop a set of goals and objectives for paraprofessionals/allied professionals in addition to program goals and objectives. These additional considerations are covered in this manual's chapter on Planning for Paraprofessional and Allied Professional Programs.

In the chapter on Selection of Positions and Personnel, the considerations are discussed that a team will need to take during Stage II processes concerning goals and objectives, program design, and selection procedures. In paraprofessional/allied professional programs, the setting of goals and objectives for staff interacts with the appropriateness of prospective positions. Thus an additional consideration is establishing criteria for selecting appropriate positions. A corollary step is establishing criteria and procedures for selecting the paraprofessionals/allied professionals to fill these positions.

The chapters on Training of Personnel and on Evaluation discuss important considerations in Stage II and III processes for the development of program training and evaluation. The use of paraprofessional/allied professional staff requires the design of additional program training components and imparts additional dimensions to a program for which evaluation procedures must be developed. These factors, in turn, influence the team's preparations for the program's pilot test and the processes in Stages IV and V for the program's full implementation and continued maintenance.

A factor unique to the development process for paraprofessional/allied professional programs is the role of the service professionals who will train and supervise this staff. The chapter on the Professional's Role details the considerations a planning team must give to this matter. Each team will need to exercise its own judgment as to when and how these professionals will be involved in the development process, and what training the team may have to design for them. The manual does suggest, however, that the interest professionals have in this type of programming be part of the initial assessment made for the program idea, and that those who will work with paraprofessionals/allied professionals be

consulted and included in planning the training that paraprofessional/allied professionals will receive.

Because these considerations have been important in the applications of the WICHE program's paraprofessional/allied professional model, this manual deals exclusively with these issues. Readers are advised to review this manual's content before initiating development on a paraprofessional/allied professional program. The processes given in the Training Manual for Student Service Program Development should be used to conduct the development of a paraprofessional/allied professional program. Readers would then return to the presentation of material in this manual and use it to address the planning needs particular to paraprofessional and allied professional programming.

Model Applications

In preparation for publishing this manual, the paraprofessional/allied professional model was applied on three campuses to test, evaluate, and refine its concepts. The WICHE program worked in continual consultation with each campus planning team that implemented the model. The experiences, ideas, and evaluations of these teams are reflected in the manual's discussion of the issues and special training contents that need to be considered when this type of programming is being developed.

Each campus planning team worked creatively with the model and provided information and insights valuable to the preparation of this manual. It is with appreciation that we thank the members of the planning teams who implemented the model and the student paraprofessionals, faculty allied professionals, and administrators who participated at the following schools:

California

Claremont Colleges, Claremont
Loma Linda University, Loma Linda

Colorado

Colorado School of Mines, Golden

Chapter 1

Model Overview

What is a paraprofessional? A paraprofessional is foremost a person who is willing to give time and talent to assist others. This native instinct often leads this person into activities that offer some type of service. When the person is trained to assume specific tasks usually performed by a professional staff member of the service, the person becomes a paraprofessional in that service. As a paraprofessional, the person is involved in substantive service activities rather than just support activities, is the recipient of training to learn and further develop special skills, and is supervised by a professional.

In the WICHE model, paraprofessionals are students--graduate or undergraduate--who are specifically selected, trained, and given continuous supervision while performing tasks that otherwise would be conducted by a professional in the student service. Some form of reimbursement, such as academic credit or hourly wage, is usually made for the paraprofessional's services.

Allied professionals are also persons willing to give time and talent to assist others. However, they already possess extended education in a special profession other than the profession germane to the service offered. Therefore they are considered allied professionals and bring a set of highly developed skills to the service. Yet, training and supervision are still needed to orient and facilitate an allied professional's application of these skills to the service's particular activities.

In the WICHE model, allied professionals can be administrators, faculty members, campus clergy, or professionals from the community who become involved and are trained to offer a special student service. Advanced graduate students are considered allied professionals as well. Reimbursement for such allied professional services varies greatly. Commonly, allied professionals trade their free service for a personal growth experience or for advancement of their own professional goals. Equally common on campus is the release of time of the allied professional from regular assignments for involvement in the additional service function. There are times, however, that the expertise of this type of specialist is so fundamental to the proposed program that involvement must be procured and monetarily reimbursed. An example would be a faculty member who is a recognized expert

in a specific program area, such as drugs or sexuality.

Paraprofessional/allied professional programs, then, are those in which these people are instrumental in delivering the service offered. This paraprofessional/allied professional program model suggests methods by which student services can systematically incorporate these people into their service delivery systems. It suggests ways student services can prepare for the inclusion of these people, their selection and training, and design methods to evaluate both program and paraprofessional/allied professional effectiveness.

Brief Background

While there are many precedents of both students and others becoming involved in the provision of services on campus, until recently, these incidences usually have been on a voluntary basis and in such activities as conducting campus tours, ushering at campus events, and ad hoc advising during a crisis. The most notable exception might be the resident hall system's longstanding use of students and community members to act as resident assistants and housemothers. In many cases, these people receive training to prepare them for their jobs and are reimbursed for their services. Thus, it may be said that the resident hall system has used paraprofessionals and allied professionals for many years.

The majority of student services, however, have not systematically used paraprofessionals and allied professionals in the delivery of their services. Yet, when this has occurred, subsequent evaluation and documentation show the undertaking to be effective and beneficial for the service and its clients. The WICHE model strives to systematically incorporate paraprofessionals and allied professionals into the delivery of student services so that the benefits of their participation may be multiplied. Therefore, this manual's Bibliography section includes entries for those who wish more background knowledge about student paraprofessionals or would like references on paraprofessionals in different types of student service programs.

Role Rationales

The role rationale for paraprofessionals and allied professionals should not be that of "economic professional." While some paraprofessionals and allied professionals can prove to have exceptional skills, they do not possess the level of overall competence exercised by the service's professional staff. Therefore,

utilization of paraprofessional/allied professional staff should not be expected to ease the professional's responsibilities or undertake what is rightfully the professional's tasks. Nor should the role rationale for paraprofessionals/allied professionals be that of laborer or clerk.

The correct role of paraprofessionals/allied professionals must be central to the service offered and in a capacity that uses specific skills for which they can be trained. This requires extra planning and effort on the part of the student service. Why, then, should a student service staff become interested in systematically incorporating these people into substantive staff roles? Certainly, after these people have become involved, the benefits of their participation are readily observed and can be unique to each project. There are, however, three basic role rationales beyond futuristic benefits that strongly argue for using paraprofessionals and allied professionals.

First, these people can be trained to conduct a program or to assume tasks in a program that do not need special professional expertise. By employing paraprofessional/allied professional people, the service can often reduce program costs and is able to redirect the professional's time to other endeavors that require special expertise. In addition, the service can often achieve the continued offering of a program to more people through the use of paraprofessionals and allied professionals.

Second, the service may provide or wish to provide programs to special groups within its constituency. The use of paraprofessionals or allied professionals can make such programming more effective or possible because these people can more readily establish rapport or credibility with the intended consumer than can many of the service's professional staff members. Obviously, students identify with their peers, and the student service that has student paraprofessionals can use this to great advantage.

Third, the use of student paraprofessionals can provide the service with an immediate access to information from members of the population it serves. The use of allied professionals not only gives the service an extended array of skills, it also increases the service's recognition among campus units.

Benefits to the Student Service Agency

In addition to those mentioned above, there are many other benefits that paraprofessionals/allied professionals can bring to student service agencies.

Once these people are in the system, they can become an impetus for new programming to meet the constantly changing needs on campus. Their involvement often facilitates the offering of programs that address sensitive issues. For example, allied professionals who might otherwise oppose a program can become receptive when they are included in initial planning and delivery efforts for the program. The inclusion of paraprofessionals/allied professionals in service functions also provides an important impetus for continuous program improvement because these people tend to have less vested interests than regular staff members, as well as a different type of rapport with the service's consumers.

All the benefits that paraprofessionals/allied professionals bring to a service agency are best enhanced through a team or cooperative approach with the professionals who provide training and supervision. Benefits to the service are also increased when paraprofessional/allied professional jobs include multiple roles such as planner, consultant, trainer, and evaluator, in addition to the more traditional administrative and implementer functions.

Benefits to Paraprofessionals/Allied Professionals

Perhaps one of the most positive reasons for a service to incorporate paraprofessionals is the effect the experience has on students. It provides them a learning dimension beyond classroom studies, a better understanding of the student service system that they readily share with others, and a direct influence on the services that have control over much of their existence on campus.

Through the training and experience that students acquire as paraprofessionals, they can increase skill competencies and learn new skills, improve their self-image, and explore alternate vocational/career goals that can lead to an informed switch in a major field or more commitment to a present major. As paraprofessionals, they meet people who can open more opportunities for them. Paraprofessionals also benefit from the training, job experience, and contacts that their positions offer when they apply for work after graduation or when they apply to graduate school. Often another benefit of being a paraprofessional is increased interest and participation in academic classes, which can result in a higher grade-point average for the student. And for those students involved in highly technical subject areas, the opportunity to be a paraprofessional offers a welcome counterpoint in dealing with humanistic issues and problems.

Although many student service agencies provide practicum experience and training for graduate students and the role of the graduate student has many elements in common with paraprofessionals, the two are not synonymous. This WICHE model views such graduate students as involved in specific service assignments for designated periods of time for the purpose of learning professional skills. The paraprofessional's involvement is committed for more flexible periods of time, and training is geared to specific skills that can be used to assist professionals or conduct activities for a service that does not require professional expertise.

The benefits are perhaps less tangible for allied professionals. For many, their participation provides a chance to work with students in a different capacity from their regular job. Allied professionals usually find that the new skills they learn through service involvement can facilitate their own work. Often, the type of programs in need of allied professional participation concern topics, issues, or growth opportunities as interesting to the professional as to the ultimate student consumer. Therefore, the chance to sharpen skills, to learn useful new skills, to work and become acquainted with students in a different capacity than that afforded in the allied professional's regular job, and to become part of a program that is personally rewarding are among the most visible benefits for allied professionals. Among other benefits might well be the rewards gained through an interdisciplinary participation with other professionals and the opportunity to advance professional career goals.

In order to maximize benefits for both the student service system and the paraprofessional/allied professional, this model stresses the points considered crucial to the proper integration of paraprofessionals/allied professionals into student services. These include (1) the preparation of the service to receive paraprofessional/allied professional staff; (2) the selection of these people, their training, and the training of the professional staff who will supervise and consult with them; and (3) the design of evaluation procedures by which the paraprofessional/allied professional staff and the program's effectiveness will be measured.

* * *

Chapter 2

Planning For Paraprofessional and Allied Professional Programs

In the past several years, student services have become interested in using paraprofessionals and allied professionals because of the benefits mentioned in the previous chapter. Unfortunately, a number of student service agencies have implemented this type of programming without fully considering its implications in terms of the planning and resources that are necessary to make the endeavor successful.

This chapter begins with the assumption that one or more members of a student service agency are interested in developing a paraprofessional/allied professional program. In some cases, they already know the program area into which they wish to incorporate paraprofessionals/allied professionals. In other situations, they will simply be aware of wanting to use paraprofessionals/allied professionals. In either event, there are actions pertinent to effective planning that should not be overlooked.

First among these actions is setting up a planning team for the proposed project, and the second is making an assessment of needs and resources. In the assessment, special attention must be given to those factors that will help define appropriate functions for paraprofessionals/allied professionals and determine what resources are available to support this type of staff. Other information gained through assessment is vital to planning a program that is based on specific goals and objectives. Specification of goals and objectives is one of the most important keys to successful programming; it provides the basis on which the program's efforts can be evaluated.

The Planning Team

Experience with model applications indicates that the most effective and well-supported paraprofessional programs have been developed by a planning team. A discussion of planning team rationale and composition appears in Stage I of the Training Manual for Student Service Program Development. In addition to the considerations and the types of persons suggested for planning team membership in that model, a planning team for paraprofessional/allied professional programming should include one or two potential paraprofessionals or allied professionals.

Their participation is important because they represent the views and ideas of the prospective staff and provide valuable insights and suggestions throughout the entire planning process. Persons who have expertise and experience in training paraprofessionals or in the content area of the proposed program (i.e., crisis line, career counseling, and women's programs) should be included as well. For example, membership of a planning team for the development of an educational program in human sexuality to be conducted by allied professionals (graduate students) might be composed as follows:

1. Counseling center staff member (program initiator)
2. Counseling center director
3. Two students in the Marriage and Family graduate sociology program
4. An undergraduate student
5. A faculty member from the Marriage and Family graduate sociology program
6. The coordinator of the campus "hotline"
7. An associate dean who is very familiar with the college and how to get things done on campus
8. A graduate student in psychology who specializes in program evaluation.

If the content area is undetermined, it will not be possible to form a full team immediately. Instead, appropriate members and potential paraprofessionals/allied professionals can be added as plans become more focused on a particular content area or on the type of program to be developed. In some cases, the program idea may call for the use of paraprofessionals/allied professionals in a variety of services for one agency. In these instances, it makes sense to have several staff members from that agency on the team to provide the expertise needed in the various content areas. Or, if it is decided to use paraprofessional/allied professional staff in a program that a planning team already has under development, then potential paraprofessionals/allied professionals should be recruited for the team.

Once a team is formed, its ability to operate productively is very important to the planning process. A number of guidelines and skills for effective team functioning are presented in Stage I of the Program Development manual. Teams are urged to consider these suggestions regarding their operation as they begin work.

Assessment

Student service program development is benefited by an assessment of student needs, of available services to meet these needs, and of resources that would be available for use in offering new services to meet the existing unmet student needs. The Program Development manual provides detailed suggestions for conducting this basic type of assessment. When planning includes paraprofessional/allied professional considerations, the team will need to pay special attention to certain aspects of the basic assessment and assess some additional factors essential to this type of programming. It is possible that an assessment has been completed prior to the formation of a planning team. In this case, the team will need to review the assessment in light of the aspects pertinent to paraprofessional/allied professional programs in order to determine whether any further assessment is needed before its specific program development is begun.

Student Needs. From the perspective of planning paraprofessional/allied professional programs, an assessment of student needs is conducted and reviewed in order to identify and list the unmet needs that might be addressed. The team could then consider ideas and make some tentative decisions about what paraprofessionals/allied professionals might do to meet these needs. Certainly one opportunity arises when the team decides that an unmet need requires a more in-depth assessment before planning should proceed. Paraprofessionals/allied professionals can be used to carry out the more detailed assessment and might constitute the first phase of a paraprofessional/allied professional program. Or the team may want to develop some pilot projects to serve unmet needs and use paraprofessionals or allied professionals to test the projects for the service. In this approach, the team would be best advised to concentrate on projects that serve students directly and have professional staff members working with those selected to pilot test the projects.

Available Services. The assessment of available services and programs is conducted and reviewed in order to determine those that do not require professional expertise or that could be handled in large measure by others with the supervision and backup of professionals. With this information the team can consider how paraprofessionals/allied professionals might be utilized in a service's current activities. This assessment should produce a variety of activities that people, with some training and supervision, could conduct for the agency.

Resources. Within the assessment of resources there are three particularly crucial factors to be studied in regard to paraprofessional/allied professional programming. One factor is the availability of funding for such programs, the second is the availability of professional personnel to work with such programs, and the third is the availability of prospective paraprofessional/allied professional personnel.

1. Funding is important because there are a number of costs involved in initiating and maintaining a paraprofessional/allied professional program, depending on how the program is developed. Salaries for these people can be a large factor, if the team chooses to use this type of reward system. Other costs are generally:

- Professional time for selection, training, supervision, and evaluation of paraprofessionals/allied professionals
- Facilities, equipment, training materials, and secretarial time

Student service agencies should be aware that the program will cost a good deal of professional time at the start. Yet, the investment should begin to yield results within the first year, in that paraprofessionals/allied professionals will then be able to perform many functions formerly performed by professionals, thus representing a savings in professional time.

The assessment of funding sources should indicate what salaries might be paid directly through the student affairs division or through the service for which paraprofessionals/allied professionals work. Auxiliary enterprises that show a profit (e.g., housing, food service) might be tapped for funds. Some paraprofessionals/allied professionals may be eligible for funding through work-study programs. Academic departmental budgets might provide funding for paraprofessionals/allied professionals whose function is at least partly academic in nature. Government or private foundation grants also can be explored as a funding source. This latter avenue is more likely when paraprofessionals/allied professionals are to function in innovative roles on the campus.

2. Professional support is essential to paraprofessional/allied professional programming. Without it, paraprofessionals and allied professionals cannot be effectively integrated into the student service system. Professional time, expertise, and interest are needed in order to select, train, and supervise paraprofessionals and allied professionals. It is vital to determine as carefully as possible the amount of professional time and expertise that could be used for

the program. Such help will come largely from professionals within student services, but faculty members should not be overlooked as potential contributors.

3. The team will need to have an accurate estimate of how many paraprofessionals/allied professionals might be recruited to serve in the program. This can be accomplished by discussing the program idea with groups from which potential candidates might come, and by conducting a survey of their members' interest in applying. As an example, one team thinking of utilizing undergraduate students as paraprofessionals in counseling center programs talked with students majoring in social work and psychology regarding their interest. It is helpful if planners have some ideas regarding possible functions, selection and training, and rewards for paraprofessionals/allied professionals before they do this assessment. However, these ideas should be tentative, so that contributions from potential paraprofessionals/allied professionals can be utilized in planning the program.

Besides these special aspects within the basic areas of assessment, paraprofessional/allied professional programs necessitate two additional areas of assessment--prospective service functions that paraprofessionals/allied professionals might perform and readiness of the campus and student service system to accept paraprofessional/allied professional programming.

Service Functions. The assessment of student needs and available services assists the team in determining many areas of activity in which paraprofessionals/allied professionals might be utilized. An assessment of service functions will help the team determine additional activities that these people might conduct. To make an assessment of service functions, the team must review each professional staff member's job and identify the tasks that could be performed by someone with less training. The tasks might be unique to one job a professional is doing or basic to the work of several professional staff members. The tasks identified will constitute functions that paraprofessionals/allied professionals could conduct.

In making this assessment, it is important to remember that paraprofessionals/allied professionals should be involved in the central function of a service. In other words, it may be appropriate for a beginning paraprofessional/allied professional to perform such functions as notifying students of meeting or appointment times or collating materials. However, this is not a total description of paraprofessional/allied professional functioning. Provision should be made for paraprofessionals/allied professionals to move into such areas as: (1) offering of services to students, (2) development of programs and services, and/or (3) evaluation of services and programs.

A review of other paraprofessional/allied professional programs can be helpful in determining what functions paraprofessionals/allied professionals might successfully undertake. The team can refer to the Bibliography section of this manual for information on programs in specific service areas.

The team will not be able to make final decisions regarding positions or service functions for paraprofessional/allied professional staff at this time, but developing tentative decisions will be helpful in evaluating the information that is gathered through the assessment of resources and readiness to accept paraprofessional/allied professional programming.

Readiness. This assessment should be conducted: (1) in terms of the general idea to involve either paraprofessionals or allied professionals, or both, in student service work; and (2) in terms of the tentative list of functions that these new workers might undertake. The team will need answers to the following questions:

1. What is the general "climate" of the campus for such a program?
2. What are the views of:
   a. Administrators?
   b. Student service staff (especially staff in agencies in which paraprofessionals/allied professionals might work)?
   c. Student consumers?
   d. Faculty (depending on the nature of the program)?

The answers to these questions can be found through discussions and opinion surveys. Team members might remember that this form of assessment has an educational purpose as well. That is, it will be important for these key groups to give their views <u>after</u> gaining some understanding of what planners have in mind for a paraprofessional/allied professional program.

As a result of the assessments, planners determine whether they should proceed in developing a paraprofessional/allied professional program. If there is need and support, they should be able to firmly delineate: (1) the student needs to be met through a paraprofessional/allied professional program, and (2) functions of paraprofessionals/allied professionals (i.e., how these needs will be met).

This delineation is worked out by the team after it knows what needs are present and what support and resources exist to utilize paraprofessionals/allied professionals in meeting these needs. For example, if a need to expand a service is documented, but professionals in that service are not willing to work with

paraprofessionals/allied professionals, or too much time is required to train paraprofessionals/allied professionals in the necessary skills, the service should not be chosen for paraprofessional/allied professional functioning. Later, circumstances may change that would allow planners to reconsider the idea and develop a program for it.

Program Planning

Upon completion of the assessment, the planning team should have a good idea of the functions or positions in which it wants paraprofessionals/allied professionals to work and what support and resources it can obtain for the program. It can then begin the processes needed to fully plan the program. When this planning is completed, the team will be ready to pilot test the program.

Before putting such a program into operation, the planning team will need to develop: (1) the program goals and the behavior objectives that the paraprofessionals/allied professionals will need to display in order to achieve these goals; (2) the selection procedures for paraprofessional/allied professional positions and personnel; (3) the training methods and reward mechanisms to be used; and (4) a program evaluation design. Selection, training, and evaluation will be given extended treatment in the remaining chapters of the manual as will another vital issue, the professional's role in paraprofessional/allied professional programming. The setting of goals, objectives, and rewards will be covered in the remaining discussion of this chapter.

Goals and Objectives. A process for setting program goals and behavior objectives is given in detail in Stage II of the Training Manual for Student Service Program Development. In a paraprofessional/allied professional program, the process needs to be worked through until planners have set specific behavior objectives for each position or function that paraprofessionals/allied professionals will perform. Figure 1 illustrates an example of this process. If paraprofessionals/allied professionals are to be utilized in more than one service delivery or program area, objectives should be set for their performance in each area. In practical terms, this means that the overall goal and some objectives will apply to all paraprofessionals/allied professionals working in the program, whereas other objectives will depend on the specific functions to be performed by the paraprofessionals/allied professionals. Agency staff members who will be working with paraprofessionals/allied professionals need to be involved in formulating these objectives.

Figure 1. Example of Program Goal, Paraprofessional Function, and Behavior Objectives

Program Goal

Provide a crisis/information telephone service for the campus

Paraprofessional Function

Student paraprofessionals will staff the telephone service and perform the following services: (1) offer information regarding campus and community resources; (2) offer crisis counseling; and (3) make referrals to mental health professionals.

Specific Behavior Objectives

1. Paraprofessionals will provide accurate and appropriate information regarding campus and community resources in the following areas:
   a. health and mental health
   b. legal aid
   c. academic areas
   d. student services
   e. emergency services.
2. Paraprofessionals will listen and respond to caller problems accurately.
3. Paraprofessionals will aid callers in understanding their own feelings and problem situation.
4. Paraprofessionals will aid callers in finding satisfactory solutions to their problems.
5. Paraprofessionals will know the limits of their helping skills and call for professional help/consultation when needed.
6. Paraprofessionals will be present and on time for their assigned shifts in the crisis service.
7. Paraprofessionals will be able to work cooperatively with each other in offering crisis services.

Optimally, the program should be given a pilot test that can involve use of paraprofessionals/allied professionals on a limited basis. This makes setting objectives, as well as the remainder of the program development process, simpler and less time consuming. Functions can be added and/or refined, based on results of the program's pilot test.

Rewards. The importance of specifying what the paraprofessionals/allied professionals should expect to gain through their participation in the program cannot be overemphasized. Both very tangible rewards (i.e., money, credit) and less tangible ones (i.e., increased feelings of confidence and competence) have been discussed. Obviously, whatever rewards are planned and implemented, it is crucial that they be applied equally and fairly. There is little else that can undermine paraprofessional/allied professional programming more quickly than to stray beyond planned rewards by giving special jobs or favors to favorites. Any such special rewards should be competed for openly and awarded on the basis of competence and accomplishment.

The team will need to decide specifically what benefits it can guarantee to paraprofessional/allied professional staff and what added benefits these people might expect to receive as a result of their participation. Immediate rewards such as pay for work can be set up and implemented. However, planners should not assume that other benefits will automatically occur. It requires careful planning to maximize the chances that less tangible rewards will occur. And there are times additional benefits can be planned. For example, a number of paraprofessionals recruited to work in a program were interested in gaining admittance to graduate school. Planners offered these paraprofessionals a series of workshops to teach such skills as resume writing and studying for the Graduate Record Examinations.

The definition of the program's goals and behavior objectives and the rewards to be gained are important information to include in the publicity for recruiting paraprofessional/allied professional staff when the team is ready to begin the program.

* * *

Chapter 3

Selection of Positions and Personnel

Selection takes on two vital aspects in paraprofessional/allied professional programs. First, a final selection regarding the positions for which this new staff will be recruited must be made and specific descriptions for these positions developed. Second, selection criteria to choose the persons who will perform these jobs need to be set and appropriate interview processes developed. These two aspects will, in turn, influence two other important steps in the program's overall development: the type of training that will be needed and the type of evaluation procedures that might be employed.

The Position

Planners already have a good idea of which paraprofessional/allied professional functions are feasible. Because the planning team should only consider those functions or tasks that are an integral part of a major or central activity in the student service system, the next order of priorities in the selection process focuses on the number of functions each position or job for paraprofessionals/allied professionals might contain. Most often, the major function will be that of implementer. At a minimum the position should have auxiliary functions that involve paraprofessionals/allied professionals in the planning of future program improvements and in service evaluation procedures. Therefore, positions with the greatest opportunity for multiple functions are good choices to undergo further study in the selection procedure.

A process integral to making a final selection of positions is specifying the skills each position and its functions will entail. This will be a good indicator of how much training will be needed and will help determine the amount of resources that will be required for the program. Specifying the needed skills for each position and its functions will not be very difficult if the team has used the Program Development manual's Stage II process for setting program goals and paraprofessional/allied professional behavior objectives as suggested in the previous chapter. If the team has used this process, it will discover that it is relatively easy to identify the skills needed to achieve the behavior objectives it listed. (Figure 2 illustrates a listing of skills needed to achieve behavior objectives.)

And while the identification of skills needed in established functions may be more readily recognized than for the new positions under development, this model advises that both undergo the same specification procedure in order to achieve as precise a definition of the needed skills as possible.

Figure 2. Example of Skills Needed to Achieve Behavior Objectives

Behavior Objectives	Needed Skills
1. Paraprofessionals will provide accurate and appropriate information regarding campus and community resources in the following areas: a. health and mental health b. legal aid c. academic areas d. student services e. emergency services.	1. Ability to interview resources to gain pertinent information 2. Ability to write up resource information accurately and clearly for resource file 3. Know the organization of the resource file and be able to locate appropriate information quickly 4. Be able to utilize the dimensions of helping effectively 5. Understand limitations in helping ability 6. Utilize professional resources appropriately 7. Responsibility regarding time and tasks
2. Paraprofessionals will listen and respond to caller problems accurately.	
3. Paraprofessionals will aid callers in understanding their own feelings and problem situation.	
4. Paraprofessionals will aid callers in finding satisfactory solutions to their problems.	
5. Paraprofessionals will know the limits of their helping skills and call for professional help/ consultation when needed.	
6. Paraprofessionals will be present and on time for their assigned shifts in the crisis service.	
7. Paraprofessionals will be able to work cooperatively with each other in offering crisis services.	

For paraprofessional and allied professional programming, the list of skills should then be rank-ordered in terms of necessity and desirability. This is suggested because not all prospective candidates will possess every needed skill. Judgment can be made as to which skills will have to be taught and which skills applicants might be expected to display in some measure. The rank-ordering of skills is also helpful in determining which skills are needed at the time of staff selection, which must be taught during preservice training, and which can be taught during inservice training.

This specification of skills assists the development of training for paraprofessionals and allied professionals because these skills become the objectives around which training can be designed. The process also will help planners design evaluation methods because standardized instruments can be chosen or instruments can be developed to measure the progress made on each skill or group of skills.

Certainly any determination regarding prospective paraprofessional/allied professional positions should include another important consideration, the methods or structure to be used in training and supervising these people. Although actual training may not, as yet, be designed, there should be a firm understanding about who in the service will undertake the training and supervision of the paraprofessional/allied professional staff. If the proposed position has no specified arrangements for this, these arrangements should be secured or the position opening postponed until such arrangements can be provided.

Those positions that are central to the service and have multiple functions for which identified skills can be taught and proper training and supervision can be provided are the best to offer. Final selection can proceed based on the quality of the position and its functions as well as on the other important considerations discussed previously (i.e., available resources and a demonstrated need for the proposed service or program). When this aspect of the selection procedure has been completed, the team can turn its attention to writing a specific and clear description for each position to be offered.

Position Description. The description of positions should delineate what the prospective paraprofessional/allied professional will be expected to do, what type of training will be offered, and what consultation/supervision relationship is expected to exist between the service's professional and paraprofessional/allied professional staffs. The same description may fit one or more positions (i.e., three persons might be needed to work as leaders of a study skills workshop), or each paraprofessional/allied professional position in a service could need

different descriptions. For the pilot program, it is advised that no more than five positions be described and filled. If one description is developed for a large paraprofessional/allied professional effort (e.g., 20 persons to work on a crisis line), the pilot program might best be run for that one program only.

Specific position descriptions are important from two standpoints. They help prospective candidates to apply with informed ideas about program goals and what they will be expected to do to achieve these goals. The applicants will also know how time consuming the job will be and what benefits they will derive from participation, training, and supervision. A specific description can also allay many of the fears that the service's professional staff might have concerning confusion over traditional roles and the maintenance of service standards. Thus the position description is personally important to both professionals and paraprofessionals/allied professionals, as well as for establishing the basis on which they will negotiate and develop their co-worker relationship.

The Personnel

As much care needs to be exercised in the selection of personnel to fulfill positions as was exercised in the selection of the position to be offered. A systematic procedure in selecting personnel would include three basic considerations: (1) the personal qualities or characteristics most needed, (2) the interview process to be used, and (3) the recruitment strategies to be employed.

One set of important criteria upon which prospective personnel may be judged is their ability to demonstrate needed skills and/or display native talent for acquiring needed skills. There is, however, a set of underlying personal characteristics and qualities that paraprofessional/allied professional staff should display regardless of the position's specific skill requirements. This model suggests five general qualities and characteristics as most desirable in paraprofessional/allied professional staffs. Some measure of these ought to be built into the selection criteria. Each will be needed to some degree in every paraprofessional/allied professional position, but often different positions will require different intensities and mixes of these qualities or characteristics. When this occurs, selection criteria with regard to these should be emphasized.

1. A basic quality or characteristic should be sufficient knowledge and experience with the school and its campus so that the paraprofessional/allied professional can be helpful to others. For student paraprofessionals this implies someone

who is a junior or senior at a four-year institution or a second-year student at a two-year institution. An exception could always be the older sophomore or freshman student who has gained experience and maturity outside the campus environment. In some instances graduate students can be fine paraprofessionals, but careful consideration needs to be given to the decision to use them because their advanced status can weaken the benefits expected from rapport with the service's largest constituency, undergraduate students, which can, in turn, adversely affect the quality of useful feedback to the service about the concerns and needs of these students.

For allied professionals, the quality implies someone who is knowledgeable about the campus in general, not just a particular department or school. This usually means a staff member who has been at the school several years, but it does not preclude new staff knowledgeable about cutting through bureaucracy and proficient in seeking out needed information.

2. A second desirable quality in paraprofessionals and allied professionals is the ability to easily communicate with many types of people. This type of person usually has an outgoing nature that places people at ease and able to talk whether in a group or in a one-to-one conversation.

3. A third desirable quality is the ability to handle ambiguity and stress. Often, particularly in a newly developed program, the function and roles of paraprofessionals/allied professionals encompass some ambiguities and thus the stress of these uncertainties. For student paraprofessionals there is the ambiguity and stress of assuming a role somewhere between their peers and the service professional. For allied professionals there is the ambiguity and stress of applying skills in a new way for new objectives in a new setting. Often programs or functions such as those associated with a crisis center or hotline will perforce entail stressful situations because they have been initiated to address problem situations.

4. A fourth desirable quality for paraprofessionals/allied professionals is some understanding and a regard for the philosophy and purpose of the school's student service system as well as that of the individual service in which they work. This quality enhances the workability of paraprofessional/allied professional programs because service purpose and goals can be held in common by the entire staff. Obviously, some of the best paraprofessionals/allied professionals will find faults and work for change in the system. It is not suggested that this quality should negate participation, but rather, that the quality of understanding and regard will foster constructive criticism and programming, thus diminishing

destructive disputes between a service's paraprofessional/allied professional and professional staffs.

5. A final characteristic that should be present in paraprofessionals/allied professionals is an ability for organization. Student paraprofessionals will not only need to be organized on the job but also to be able to organize their time in order to strike a balance between the demands of job, studies, and social life. The allied professional will need to strike a similar balance between professional and private obligations.

Interview Process. The next important consideration in the selection procedures for personnel is the design of the interview processes by which personnel will be chosen. (A selection process that was designed and used during an on-campus application of this model can be reviewed in Technical Appendix A, p. 57.) Much of the work the planning team has completed will facilitate designing interview processes appropriate to the positions to be filled. The position description specifies needed skills. Interview techniques can be chosen or designed to measure the applicants' level of ability in these skills. In a similar fashion, desired qualities and characteristics provide another set of objectives for which interview techniques can be designed. And finally, the involvement of the person who will ultimately serve as supervisor should be incorporated into the interview process. While the traditional one-to-one interview technique can suffice for the selection process of allied professional staff, it is usually insufficient for the selection process of paraprofessional staff. A more advisable technique in selecting paraprofessional/allied professional staff would be a group interview by a small panel including a planning team member, the prospective supervisor, a paraprofessional/allied professional or interested student volunteer/allied professional, and a representative of the intended consumers. In addition, many other approaches or combination of approaches should be used in the interview process for selecting paraprofessional staff.

A simulation requiring tasks to be performed in the position can be an effective measure of needed skills. Similarly, a role play of situations common to the job can be useful in judging a candidate's skills and/or native ability to handle such situations. Role-play situations can be designed to evaluate interpersonal communication characteristics and the ability to cope with ambiguity and stress as well.

Another version of the group interview in which several intended consumers question several candidates can provide an opportunity to observe and judge how potential candidates interact with peers. Or candidates can be asked to actually perform a short-term job during which their performance will be evaluated as part of the selection process for a permanent position. For example, telephone crisis line applicants could be asked to interview resource persons and prepare information summaries, or applicants for a training program could be asked to assist in leading a structured workshop. Such tryouts demonstrate the level of skills that the applicants already possess.

The interview process may also include other types of measures such as personality inventories and communication tests. For example, Carkhuff (1969) has designed scales of discrimination and communication useful in identifying those who might best function as helping persons. The scales have evolved out of his work with the facilitative and action dimensions of the helping process. The same 16 "client" situations are posed on both his communication and discrimination indexes. On the communication index, the prospective candidates formulate their responses to given situations. On the discrimination index, prospective candidates rate the four responses that are given on a scale from one to five, thus displaying their discrimination between good and poor responses. Those candidates whose scores on these scales rate "most helpful" are good potential for many types of paraprofessional positions.

Another technique that can be incorporated into the interview process is the exposure of applicants to an abbreviated training session. The interviewers can then assess the applicants' skill levels, as well as their abilities to absorb and use training. Applicants who can profit from brief training experiences are the best candidates for developing and increasing their skills through more extended training.

Interview designs may be incorporated into the selection procedure in one of two ways. They may be designed and implemented for each type of position to be filled, or they may be designed for the selection of candidates on general qualities and characteristics with subsequent selection based on each position's specific requirements and skills. The latter method might be better described as a selection/placement interview process. It is very useful when paraprofessionals are being selected for a large program that will offer several types of positions.

After the initial interview, a further assessment of the candidate's abilities and interests can be used to achieve the best match between position and personnel.

A variety of these techniques might be developed, implemented, and evaluated for the pilot program. Those that are deemed most effective and efficient could then become ongoing selection procedures for the full paraprofessional/allied professional program. Figure 3 illustrates example selection criteria and methods based on the behavior objective/needed skills process.

Figure 3. Example of Selection Criteria and Methods Based on Needed Skills

Needed Skills	Selection Criteria
1. Ability to interview resources to gain pertinent information	1. Ability to learn helping skills
2. Ability to write up resource information accurately and clearly for the resource file	2. Responsibility
3. Know the organization of the resource file and be able to locate appropriate information quickly	3. Interest in helping role
4. Be able to utilize the dimensions of helping effectively	4. Sufficient maturity to deal with crisis situations
5. Understand limitations in helping ability	5. Ability to work cooperatively with others
6. Utilize professional resources appropriately	**Selection Methods**
7. Responsibility regarding time and tasks	1. Brief training session (2 to 4 hours) in a basic helping skill (e.g., empathy) followed by an evaluation of the applicants' abilities to utilize the skill. The evaluation would be in terms of a "client's" statement or a live demonstration of skill utilization.
	2. Letters of recommendation regarding the applicants' responsibility, maturity, and their ability to work with others
	3. Two interviewers meet applicants in small groups (four to five persons) to assess their interest in the helping role and ability to

interact appropriately with the group's members.

4. Have each of the applicants participate in a brief role play of a crisis situation to determine their ability to deal with such situations. Applicants would be expected to work with the client but not necessarily to have all the skills required to resolve the crisis.

After appropriate interview techniques have been designed, the team is ready to prepare the implementation of its interview process and begin the recruitment of applicants. Many of the suggestions and guidelines for preparations to publicize new programs and recruit participants given in the Program Development manual are applicable to advertising paraprofessional positions and recruiting applicants. A review of these procedures can help in preparing a smooth implementation of the paraprofessional/allied professional interview process.

Certainly, recruitment should be an open process allowing persons with diverse interests and backgrounds to compete for the positions. Obviously, the more diverse the population of paraprofessionals/allied professionals chosen, the richer will be their participation, particularly from the standpoints of rapport with consumers and the exchange of views and opinions concerning the service and/or student service system. The position description is fundamental in advertising the position and in recruiting applicants. When a position is targeted to serve a specific group, it is advisable to make an extra effort in advertising the position among members of that group. Such an effort often attracts applicants who could bring special talent and rapport to the position.

Recruiting allied professionals can present special problems requiring the negotiation of released time, the approval of administrative units, or the fine art of persuasion. The benefits of participation and collaboration should be identified and stressed whenever allied professionals are recruited.

* * *

Chapter 4

Training of Personnel

Selecting positions and personnel is only a beginning in paraprofessional/allied professional programs. A well-constructed training program will be needed in order for these people to function as a competent and cohesive component of a student service. Some positions will necessitate more complex training than others, but some form of training should be provided for every paraprofessional/allied professional position.

The overall goal of training is to enhance each person's ability to function well in his or her position. This requires a general knowledge of service operations and goals and how the particular position supports these, as well as the acquisition and refinement of needed skills. In addition, it is necessary to eliminate any characteristics or habits that dilute quality performance. Thus training should be multifaceted and deserves as meticulous planning as possible.

Training is as important to the allied professional as it is to the paraprofessional, even though training format and content will most likely be less extensive for allied professionals. The staff from each group needs to feel at ease and competent in the position. And while allied professionals have a higher quality skill level than student paraprofessionals, they will have a need to practice and be assured that these skills are being properly employed in the new setting. In fact, allied professionals are keenly sensitive to such issues as overstepping their competency in applying skills to a new field in which they feel a lack of knowledge or unfamiliarity with the consequences of their actions. It is perhaps in this regard that training on both the cognitive subject matter and its corollary skills is most assuring to allied professionals. When involved, they are serious participants who deserve as much attention as paraprofessionals, albeit on a different level.

This is not to suggest, however, that the training of allied professionals must be separate from paraprofessionals although it is often the case because their position and/or program involvement does not include paraprofessional participation. But when each group is jointly involved in a function or program, many or all portions of the job-specific training should be delivered to both groups together. This enhances collaboration and respect and often the actual

training, because the more naive student paraprofessional asks the trainer basic questions about which allied professionals are reticent to inquire.

Training Sequences

The overall design of training for paraprofessionals can employ a sequential presentation of material. Most likely the planning team will want to develop its training sequences in careful consultation with the agency professionals who will be working with paraprofessionals/allied professionals. Often the agency professionals prefer to design the job-specific training themselves.

Perhaps the most common sequence divides training into preservice and inservice learning modules. Another useful sequence is the presentation of basic knowledge and skills useful to all the paraprofessional positions. This is often termed core training, and all take it before entering the sequence of training specifically designed for their position. The most mature paraprofessional programming will usually develop a sequence that uses core training, preservice training, and ongoing inservice training.

In newly initiated paraprofessional programming, a preservice and inservice sequence is more often used. Then, as the number of positions and/or programs that require common knowledge and skills increase, core training can be phased in to expedite training and to build a reservoir of students ready to move on to job-specific training.

Preservice training should concentrate on the knowledge and skills most immediately needed in a position. If preservice training is too intensive it can produce excessive anxiety about the position's demands, and if the training is too long it can undercut the natural enthusiasm people have to start functioning on a job. When a position or program necessitates extended preservice training, it is advisable to arrange some very specific rewards for it. Academic credit is an obvious one.

Inservice training should be an ongoing process that concentrates on the upgrading and refinement of the skills learned in preservice training, as well as the training of needed additional skills. In addition to job-specific inservice training given to one or a small group of paraprofessional/allied professional staff, an inservice training program can be designed along the lines of core training to teach all paraprofessionals/allied professionals more in-depth and complex skills. Such an inservice program could include consultation or training

methodologies, evaluation design, and team-building or problem-solving techniques. This type of inservice training helps the paraprofessional/allied professional staff become a cohesive unit, gain individual role identities in a group situation with colleagues, and develop skills that will be personally useful in a variety of situations.

The introduction of core training into the sequence can accomplish several objectives. It can ensure shortening of the period needed for preservice training and, for many positions, eliminating the necessity of any preservice training period. Because core training involves both basic skills and a panoply of general knowledge applicable to many situations, its content could easily qualify as prerequisite academic credit for several fields of study. As a course, it could serve to train those selected to be paraprofessionals as well as to introduce the paraprofessional opportunities on campus to the other students enrolled. In this manner the course could act as an agent for attracting future applicants who would be prepared for placement into positions.

Such core training would concentrate on teaching material basic to all paraprofessional positions within an individual service or throughout the service system. Topics might well include the goals and philosophy of helping agencies/student service system, orientation on ethical standards, policies, and procedures, components of program development and evaluation, and basic skills. The latter topic might include training sessions on elementary skills in helping/counseling or advising, setting personal behavior objectives, team-building methods, and problem-solving techniques.

Training Components

Whatever training sequence is appropriate to the position and to the paraprofessional/allied professional programming undertaken, there are basic training components that must be covered. Certain ethical issues such as confidentiality must be presented in order for the paraprofessional/allied professional to act in accordance with the service's professional standards. Equally important is the understanding of the service's goals and administrative policies and procedures. Another basic training component is general interpersonal relationship skills or helping skills. Obviously a fourth essential training component encompasses job-specific knowledge and skills.

The design of training for job-specific knowledge and skills is facilitated by the listing of specific skills needed for each position that the team compiled earlier. (Figure 4 illustrates a training program design based on needed skills.) The suggestions and guidelines presented in the Program Development manual on design of training are applicable to the design training for paraprofessional/allied professional staff. A behavior change training methodology useful in presenting the training material that is developed by the team as well as adaptable for use with many other training programs is reviewed in Technical Appendix B, p. 61.

Figure 4. Example of Preservice Training Based on Needed Skills

Needed Skills	Training (50 Hours in Class Plus Homework)
1. Ability to interview resources to gain pertinent information	1. Presentation and experience in interviewing resources and compiling information (2 hours)
2. Ability to write up resource information accurately and clearly for the resource file	2. Introduction to and practice in using resource files (2 hours)
3. Know the organization of the resource file and be able to locate appropriate information quickly	3. Presentations by key resources (6 hours)
4. Be able to utilize the dimensions of helping effectively	4. Training in core helping skills: in small groups using Carkhuff-Egan model (30 hours)
5. Understand limitations in helping ability	5. Presentations/role playing in key crisis areas (e.g., suicide) (10 hours)
6. Utilize professional resources appropriately	
7. Responsibility regarding time and tasks	

A brief discussion is given below on several successful methodologies that have been used in teaching paraprofessionals/allied professionals interpersonal/helping skills. It is suggested that these be read in preparation for the design of training. Readers can then apply this knowledge to the design process given in the Program Development manual and incorporate these methodologies when appropriate to accomplish their program's identified training needs. (A training program that

was developed and used during an on-campus application of this model is reviewed in Technical Appendix C, p. 63.)

A Review of Training Methodologies

Among the training methodologies that have been packaged into training programs that can be purchased and used to help paraprofessionals/allied professionals function at a high level of competency are:

Microcounseling. This training package includes both instructor and trainee manuals in addition to videotaped illustrations of training material. It incorporates the use of videotape as a teaching tool. The principal author is Allen E. Ivey; training information and materials may be obtained by writing him at 72 Blackberry Lane, Amherst, Massachusetts 01002. The approach is also presented in Ivey's book, Microcounseling (Springfield, Ill: Charles C Thomas, 1971).

The training methodology is for counseling skills such as effective listening, attending behavior, and abilities to understand, restate, and summarize a client's feelings and statements. Focus is on words and behavioral actions that facilitate communication between helper and client. Helper trainees learn a progression of skills one at a time by practicing each skill and having their performance videotaped. This is followed by a videotape demonstration of the skill and text descriptions of how the skill is developed. The trainee's videotape is reviewed to evaluate the performance in light of the new knowledge that has been acquired. The trainee then practices the skill again and the videotape of the second performance is reviewed and evaluated.

The methodology gives trainees an immediate experience in applying each skill. It eliminates frustration over trying to use and learn several skills at once. It cultivates a close working relationship among the trainer, the individual trainee, and his or her co-trainees through the process of review and analysis of the videotaped skill practices. Training is evaluated through this group process on the level of performance before and after the skills are taught.

Human Relations Training. This training methodology is given in the two-volume book on Helping and Human Relations by R. R. Carkhuff (New York: Holt, Rinehart and Winston, 1969). Training is directed toward counselor functions that can be applied in many situations using paraprofessional/allied professional personnel.

The methodology uses a two-phase format to cover seven dimensions of the counselor role. These dimensions cover the basic helper response functions of empathy, respect, concreteness, and genuineness, and the basic helper-initiated functions of self-disclosure, confrontation, and immediacy that assist clients to explore their thoughts and experience their feelings concerning a situation, which can lead to constructive action on their part.

The first phase, Discrimination Training, focuses on teaching trainees to differentiate levels of communications through listening to audio-tape recordings of good and bad counselor models, followed by discussion and the use of a rating system to evaluate the models. The second phase, Communications Training, focuses on teaching the trainee to use the seven counseling dimensions through role-play practice, which is audiotaped, discussed, and rated. Initial practice is on one dimension at a time. Final practice sessions are devoted to integrating all the dimensions and evaluating these total performances given by the trainees.

The Skilled Helper: A Model for Systematic Helping and Interpersonal Relating (Monterey, CA: Brooks/Cole Publishing Company, 1975) by Gerard Egan presents a methodology based in part on Carkhuff's work and employs a developmental model to teach helpers the seven counselor dimensions. Training progresses from the development of minimal skill in each dimension to advanced skill in each and helps trainees to create their own personal style and language for the standard response modes and phrases. The training format uses textbook, class, exercise workbook, and practice homework assignments. The result of this combination is a training orientation that demonstrates the skills needed for effective counseling are much the same as those needed for effective living.

Helping Skills: A Basic Training Program (New York: Behavioral Publications, 1973) presents a methodology co-authored by Steven J. Danish and Al Hauer. It teaches trainees helping skills in a series of sessions divided into six stages: (1) Understanding Your Needs to Be a Helper, (2) Using Effective Nonverbal Behavior, (3) Using Effective Verbal Behavior, (4) Using Effective Self-Involving Behavior, (5) Understanding Others' Communications, and (6) Establishing Effective Helping Relationships. The training process employs seven steps to present, practice, and evaluate skill attainment. The program includes a trainee workbook that covers material related to the skills being taught and a self-instructive leader's manual presenting the training program for qualified trainers.

Interpersonal Process Recall (IPR). This methodology uses a qualified professional or a participant in the training who serves in the capacity of an inquirer and reviews the interview between a trainee helper and his or her client, asking either or both parties to review their experiences and to recall their thoughts and feelings during the session. The interview is videotaped or audiotaped. The usual procedure is to first engage trainees in helper recall, then have trainees review sessions with each other's clients, and finally conduct mutual recall sessions with client and trainee helper jointly reviewing the recorded interview in the presence of an inquirer. The process helps both the trainee helper and client to examine and evaluate their responses and patterns of communication.

A training package based on the IPR method and developed by Norman Kagan is called "Influencing Human Interaction." It presents both the helping of individuals to examine communication patterns and a delineation of the inquirer's function in training helpers. The curriculum includes a series of films, cassette tapes, and manuals that may be purchased singly or in a complete set. Information and materials can be obtained by writing Mason Media, Inc., Box C, Mason, Michigan 48854.

Instrumental Training. This term encompasses several general methodologies that have been used for training paraprofessionals and allied professionals who will engage in positions that require teamwork to accomplish stated goals. It is also appropriate for training professionals and paraprofessionals who will function more as a team than as supervisor and those supervised.

The methodologies have been developed by the New Careers Training Laboratory and are presented in Instrumented Training: A Tool for Developing Teamwork in New Career Agencies (New York: New York University, 1969). The methods use specially prepared training materials and instruments that rely principally on the posing of open-ended questions to teach problem-solving techniques. The trainer is active in setting up the exercises and in the analysis and evaluation of the problem-solving process but does not participate with trainees while they work on a problem. Most exercises require a group consensus solution.

A Review of Training Processes

There are many processes that can be usefully employed to complement or facilitate training. The following review presents those that have proven especially helpful in the development of paraprofessional/allied professional abilities to function competently.

Role Playing and Simulated Training. This methodology centers on trainee participation in given situations that are enacted for specific purposes. In role playing, directions and purpose are well defined and participants rehearse skills within a prescribed scenario. Simulation training takes the exercise a step further by posing more spontaneous situations commonly experienced on the job. The trainee then practices learned skills to cope with and resolve the situation. Often actual recipients of the intended service or program are recruited to assist in the simulated situation.

Group Discussion. This methodology is basic to every type of training program for paraprofessionals/allied professionals. It can be a process by which the integration of materials may be initiated; a process for problem solving; a process for building rapport, understanding, and respect among participants; and a process by which training material and techniques can be evaluated.

Field Observation. This methodology is often applicable in the training of paraprofessional/allied professional staff. It can be used as a method to introduce and acquaint the trainee with the service. It can be used to acquaint trainees with referral resources they may need to know about in their jobs. It can be used by trainees to gather information about and obtain a feel for conditions or problems that their particular position or program will address.

Workshops. This methodology as a training tool can also be used in a variety of ways. It can be an effective means by which to offer inservice training and can be focused on the presentation of additional skills or continued assistance in skills on which paraprofessionals/allied professionals feel in need of more training. Workshops are often the method by which a brief, concentrated preservice training program is best offered. The workshop format is also a method by which paraprofessional/allied professional staff can evaluate personal and program effectiveness. And workshops provide a good format for building motivation and group cohesiveness.

Audiovisual Aides. When facilities or resources can support the use of films, audiotapes, or videotapes, training is enhanced from many standpoints. Obviously the media approach is fun and interesting for trainees. It is also extremely valuable in its ability to be creatively used to vividly illustrate learning material. The use of media can also enable trainees independent practice and offer the opportunity to absorb material at their own pace. Certainly, the ability to hear and/or see one's own performance dramatically facilitates evaluation with clear illustrations of progress and deficiencies.

Lecture. The lecture presentation of material is a common methodology easily accepted by paraprofessionals/allied professionals but is singularly ill-advised as a primary method of training. Because these people have been sought out for the purpose of taking part in the provision of student services, the static presentation of material belies the actions that will be needed to effectively apply the knowledge. Trainees must be actively engaged in practicing what they are learning. Every lecture presentation of material deemed necessary to describe a skill and its function should be kept brief and given in tandem with exercises or practice procedures that allow trainees the chance to formulate an understanding of the lecture material through their application of it and become proficient in its use through practice. When the lecture approach is combined with practical experience, it comprises a good training methodology.

Written Materials. The addition of reading assignments or the development of manuals and exercise handbooks can complement and enrich training. Their use can provide further illustration and practice beyond the actual training period, as well as preparation for training periods. When written materials can communicate ideas or information as appropriately as discourse, their use can save trainers' time and effort and increase the amount of time they can devote to other endeavors during training sessions.

Subgroup Consultation. Small consultation groups encompassing two or three paraprofessionals/allied professionals can be a valuable inservice training methodology. A meeting scheduled weekly for each group allows the paraprofessionals/allied professionals an opportunity to compare notes on problems and solutions they experience in their work. The group provides a support system for them in addition to supervision. As each member becomes more familiar with his or her work, the group can be used as a resource for suggestions that can help members improve their job performance and/or program service. The membership of subgroups can be periodically shifted so that everyone will have an opportunity to know each other and get a variety of views, information, and suggestions. The subgroup consultation format can also be designed to intermingle neophyte and experienced paraprofessional/allied professional staff so that beginners can benefit from the knowledge others have acquired through longer service, and experienced staff can gain from the infusion of new perspectives and ideas.

Training Evaluation

The evaluation of training is important to any program that has a training component and it is crucial to paraprofessional/allied professional programs. Evaluation can assist trainees in understanding and integrating what is being taught and can assist planners in understanding which portions of a training program are most successful and which are in need of improvement or change. As training is refined on the basis of evaluation results, the trainees will have a personal illustration of why evaluation is important to successful programming. The evaluation process can also be used to demonstrate procedures that the paraprofessionals/allied professionals will need to conduct in the future as they assume their positions.

Because content and process are basic elements in training, both should be subjects of evaluation. In other words, a well-planned evaluation of training will cover not only the acquisition and application of knowledge but also will cover the process or methodology by which the material is presented and practiced. A well-planned evaluation of training should be sequenced at regular intervals throughout the training as well. One such method might sequence an extensive testing assessment at the conclusion of training with a simple evaluation of training effectiveness after each unit or session. Some sample items that the simple evaluation might include are to:

1. List two or three adjectives that describe how you feel or think about the training as you experienced it
2. List at least two strengths of the training as you experienced it
3. List at least two ways that the training could be improved as you experienced it
4. Make any other comments you wish concerning the training

Other important considerations to be made when planning evaluation designs for paraprofessional/allied professional programs are discussed later in this manual. Planners will also find the Training Manual for Student Service Program Development helpful. Stage II of that manual presents evaluation methodologies for both training and program effectiveness.

The design of training for paraprofessionals and allied professionals can be exciting. It offers the opportunity to break from more traditional academic teaching styles and try an interesting mix of methodologies. In each case, these

need to be carefully matched with the position's skill needs and functions and include appropriate training components that cover necessary information on service ethics, standards, policies, and procedures. Training can be sequenced in ways that accommodate individual position requirements as well as general program requirements.

* * *

Chapter 5

The Professional's Role

Student service staff may accept and even welcome the idea of utilizing paraprofessionals/allied professionals to improve and expand services. However, the team will still need to work with staff professionals to: (1) solidify their commitment and prepare them for the inclusion of this new staff into agency activities, and (2) develop training and consultation for professionals as they assume new functions in relation to the paraprofessional/allied professional programs. Assumptions are sometimes made that the integration of paraprofessionals/allied professionals will flow naturally without planning, and that professionals already possess all the skills necessary to undertake the new roles that such programming initiates. These assumptions are ill-founded. Careful planning in these areas with professional staff is a prerequisite to building a sound program.

Commitment and Preparation of Professional Staff

Planning team members and professional staff should look candidly at some of the fundamental issues involved in bringing paraprofessionals/allied professionals into an agency, and they should formulate plans to deal effectively with these issues. In so doing, greater commitment for the program can be obtained. Often, the first issue to arise in a program is the way in which paraprofessionals/allied professionals develop and demonstrate concerns related to their work in the agency.

When paraprofessionals/allied professionals begin their jobs, they usually are anxious to improve and demonstrate their competency and take limited interest in the overall work and decision making of the agency. After awhile, however, most paraprofessionals/allied professionals begin to challenge staff in two areas. The first area is resources, and the challenge is felt by their requests for such things as offices, phones, and secretarial time needed for their work. The requests often conflict with the needs of professional staff for the same resources. Later, paraprofessionals/allied professionals tend to take more interest in the work and policies of the agency and request a voice in the decision-making process. This second challenge can be difficult for service staff who are used to making decisions only with fellow professionals.

Another area of potential conflict that tends to arise after a program has been established for a period of time is the threat that well-trained, experienced paraprofessionals/allied professionals may pose to professional staff. This threat may be felt for a variety of reasons. The professionals may feel insecure in their role. Sometimes professionals think that they may be "phased out" if the paraprofessionals/allied professionals do a good job. An agency may be organized in such a way that professionals do not feel supported if moved to new service and/or research areas as paraprofessionals/allied professionals assume more responsibility in the established projects and services. Thus, professionals may feel valued only for what they are currently doing and threatened by the idea that other persons are able to assume a portion of these functions.

If professionals experience a fair amount of threat and difficulty in working with paraprofessionals/allied professionals, the program has little chance to grow and realize its potential. In such a situation, paraprofessionals/allied professionals can react to the resulting tension by: (1) withdrawing, doing less, and becoming a separate group within the agency; (2) concentrating on their specific jobs, thereby denying the agency the benefit of their ideas and broader participation; or (3) becoming angry and precipitating conflicts with professionals on a number of issues.

Careful examination of these issues with professional staff during the planning process can allow for development of specific ideas that will make later adjustments less painful and difficult for both professionals and paraprofessionals/allied professionals. Some guidelines that planning team members should use in working with professionals on these issues are to:

1. Discuss the reward system for professionals in the agency. Will professionals be rewarded and valued for using paraprofessionals/allied professionals effectively and thus free themselves for new endeavors? If not, can the agency modify itself so that professionals will be rewarded? If the answer appears negative, the team and staff may want to reconsider the use of paraprofessionals/allied professionals in that agency.
2. Discuss the possibility of paraprofessionals/allied professionals replacing professionals. This notion appears to be a "myth," but it is such a prevalent concern that it really should be talked about. Professionals may need assurance from key administrators on this point.
3. Attempt to place the first paraprofessionals/allied professionals with professionals who want them and appear secure with their own competencies.

Develop a plan for others to utilize paraprofessionals/allied professionals as they are ready.

4. Discuss and further develop with professional staff a master plan to integrate paraprofessionals/allied professionals into the service. Such a plan would include methods to aid them in becoming familiar with the service's purpose, policy, and personnel. The plan should also provide ways to solicit their participation in decision making. Such a plan would recognize that new paraprofessionals/allied professionals would be less able to make valid judgments in some areas, but that there are appropriate matters on which their opinions can be sought even at the start of their association with the service. As their competence and familiarity with the agency and its services grow, they will be able to give more valuable ideas on a wider variety of topics. The point is that the right to participate in service decisions must be earned. This works best when paraprofessionals/allied professionals have an opportunity to gradually learn how and when they can become involved in the service's decision-making process.
5. Discuss and plan with professional staff the best use of resources such as offices and secretarial help so that (a) paraprofessionals/allied professionals will be able to do their jobs, and (b) professionals will continue to have the resources needed for their work.
6. Discuss and plan how professional staff can facilitate "community building" among paraprofessionals/allied professionals. These new workers often will feel very insecure at the start and will need to learn how to use each other as "sounding boards" and a support system. This will help strengthen the program and reduce a number of minor complaints and problems because the paraprofessionals/allied professionals will be able to handle these themselves. Such "community building" can be facilitated by planning tasks on which paraprofessionals/allied professionals work in common, by asking the paraprofessional/allied professional group to be responsible for making some specific decisions regarding their program, and by setting aside some common work area for paraprofessionals/allied professionals.

Certainly, not all "growing pains" can be avoided. The team's proactive work with staff, however, can help professionals develop understanding and specific plans for working more effectively and enjoyably with paraprofessionals/allied professionals.

Training and Consultation

Gaining commitment from the professional staff and refining plans with them on how paraprofessionals/allied professionals will be integrated into the agency is an essential step for the team. However, it is important to remember that professional academic programs generally emphasize skills and knowledge that allow graduates to offer services and perhaps do research. The skills and knowledge involved in training and supervising others often are neglected. Thus, the team should be ready to address issues concerning the training and consultation that professionals may need as they become involved in paraprofessional/allied professional programs.

In making plans for assisting professionals in their roles, the team will want to consider characteristics present within service staff members. As mentioned above, it is advantageous to work initially with those members of the staff who have evidenced a willingness to work with and supervise paraprofessionals and allied professionals. This is one important criterion that maximizes the potential for success. In addition, professional staff members who have the following characteristics also have good potential for working successfully with paraprofessionals/allied professionals:

1. Maturity
2. Generally good organizational ability and work habits
3. Flexibility and interest in learning new skills
4. Competency in areas in which they will work with paraprofessionals/allied professionals

Although it is most productive to work with professionals who already possess these qualities, some of the characteristics can certainly be further developed through an active training and consultation effort.

The planning team will want to work with professionals in assessing the areas in which training is needed. Some training and/or consultation may be needed in terms of organizational skills and a basic program or service area (if the area is as new to professionals as it will be to paraprofessionals/allied professionals). Training may be needed in methods of evaluating and/or selecting paraprofessionals/allied professionals. In some cases, training in the process of program development is necessary. There are, however, two basic skills in which professionals almost always require additional training and consultation. These are learning how to train paraprofessionals/allied professionals, and learning how to supervise paraprofessionals/allied professionals.

Training Skills. The team should solicit suggestions from agency professionals regarding the entire training design. It is often most feasible for the agency professionals to design and implement job-specific training with the help of the planning team. In order to do this, agency professionals will have to acquire skills in developing goals/objectives and appropriate training tasks.

The team will need to design training for professionals in these skills. Technical Appendix B, p. 61, illustrates a straightforward training method that can be easily adapted for a team's particular training requirements. The professionals trained by this method can then be asked to demonstrate their own ability in using this technique to conduct skill training.

Supervision Skills. These skills can be taught using the same method used in teaching training skills. Marv Moore, in his article "Training Professionals to Work with Paraprofessionals" (Personnel and Guidance Journal, December 1974, pp. 309-311) lists essential tasks to be mastered by the supervisor of paraprofessionals/allied professionals. He states that professionals must be able to:

1. Assess the paraprofessional (or allied professional) beginning skill level
2. Teach the paraprofessional (or allied professional) how to make use of supervision
3. Teach the paraprofessional (or allied professional) the necessary skills for successful completion of the job (inservice training)
4. Help the paraprofessional (or allied professional) deal with ambivalence and anxiety about being evaluated
5. Help the paraprofessional (or allied professional) identify and eliminate overextension

Moore suggests a one-day workshop to aid professionals in learning and utilizing these skills. Follow-up consultation can be provided by a member of the planning team or another qualified professional.

The planning team also needs to help professionals set up a satisfactory supervision system and then help monitor and evaluate the system. Group supervision of paraprofessionals/allied professionals is often a feasible method, especially for situations in which one professional is supervising more than one paraprofessional/allied professional performing the same function. In the situation where each supervisor is working with one paraprofessional/allied professional, individual supervision time (usually a minimum of an hour a week) should be scheduled. As an

adjunct to these, group supervision might be arranged for paraprofessionals/allied professionals with one or two professionals as group leaders. This method allows paraprofessionals/allied professionals to keep in touch with each other and to work out mutual concerns and problems.

In the future it is hoped that more graduate schools will be teaching vital training and supervision skills to students. At the present time, most planning teams should assume that in order to build a sound program, they need to provide leadership, training, and ongoing consultation to professionals in these areas.

* * *

Chapter 6

Evaluation

Evaluation is frequently treated as an afterthought once programs have been developed. This is an unfortunate mistake, because additional support and resources for programs are best generated on the basis of their proven effectiveness. Evaluation data on new programs are usually vital in convincing decision makers to maintain or expand the program. Therefore, planning for program evaluation needs to occur early and be implemented systematically.

The planning team and others involved in program evaluation should be aware that this evaluative research is conducted to help planners and administrators make decisions. And while it is rarely possible to know everything regarding program effectiveness at any given time, data can be systematically gathered over time in order to make valid decisions about the continuation of a program or about making modifications that would lead to increased effectiveness.

Program evaluation is quite different from the whole area of scientific inquiry, which seeks to prove or disprove theory. Evaluating programs is done in the "real world," with all the limitations inherent in a system over which planners have little control of events. Nevertheless, program evaluation can be well-designed research and provide the data needed for making program decisions.

In planning evaluation, the team can develop methods to evaluate the level of success attained in meeting each of the program's goals and objectives specified earlier. (Figure 5 illustrates evaluation plans based on specified behavior objectives.) Some evaluation procedures will be broad in order to collect data on the overall effectiveness of a program. Other evaluation procedures should focus on individual components of the program. That is, planners will first want to ascertain whether the services offered or tasks performed by paraprofessionals/allied professionals were effective. Then they will want to evaluate program components such as the selection, training, and supervision of paraprofessionals/allied professionals. The team may also have set other goals and objectives that need to be evaluated.

Figure 5. Example of Evaluation Design Based on Behavior Objectives

Behavior Objectives

1. Paraprofessionals will provide accurate and appropriate information regarding campus and community resources in the following areas:
   a. health and mental health
   b. legal aid
   c. academic areas
   d. student services
   e. emergency services.
2. Paraprofessionals will listen and respond to caller problems accurately.
3. Paraprofessionals will aid callers in understanding their own feelings and problem situations.
4. Paraprofessionals will aid callers in finding satisfactory solutions to their problems.
5. Paraprofessionals will know the limits of their helping skills and call for professional help/consultation when needed.
6. Paraprofessionals will be present and on time for their assigned shifts in the crisis service.
7. Paraprofessionals will be able to work cooperatively with each other in offering crisis services.

Evaluation--End of Training

1. Paraprofessionals must find a minimum of two appropriate information sources for each of five critical incidents posed. (Paraprofessionals work in pairs, read incidents, and use the resource file to find and respond with appropriate information.)
2. Each paraprofessional will develop at least two appropriate and acceptable resource cards for file (as rated by instructor).
3. Each paraprofessional will make a 1/2-hour tape of helping situation, which will be rated (minimum acceptable rating is 2.5--Carkhuff Scale).
4. Each paraprofessional will miss no more than two training sessions.

Evaluation--On the Job

A. The Paraprofessional
   1. Supervisor (advanced paraprofessional) will be in the crisis office with each paraprofessional twice during first six weeks and once a month thereafter to monitor and evaluate calls and give feedback to paraprofessional.
   2. Paraprofessionals will be rated by supervisor and self every three months (end of quarter) on the job; the rating sheet will be set up to indicate effectiveness in each of the seven areas covered in the behavior objectives.

3. Office manager will keep a file on paraprofessional attendance and promptness on the job.

4. Major resources used will be asked to indicate the level of effectiveness/appropriateness of paraprofessionals with whom they had contact at end of each quarter.

5. Callers who give their names will be asked to respond to paraprofessional effectiveness in a follow-up telephone interview.

6. Each paraprofessional will have an evaluation session with his/her supervisor at beginning of the quarter to discuss information gathered in points 1-5. Group and individual inservice training will be developed to deal with problem areas.

B. <u>The Service</u>

1. Major resources will be asked to rate the availability and effectiveness of the service at the end of each quarter.

2. Logs on the number of calls will be kept.

3. At the end of the first year of operation, a random telephone survey will be conducted on campus to determine student knowledge and opinion of the service.

Special Considerations

Stages II, III, and IV of the Training Manual for Student Service Program Development discuss in some detail methods and designs useful in setting up program evaluation procedures. There are, however, special considerations unique to paraprofessional/allied professional programs that a team will need to address when designing evaluation procedures.

Services. The planning team will want to evaluate services from several standpoints. Certainly basic to the evaluation will be the consumers' views on how successfully the service is meeting their needs. Then, depending upon the situation, the planning team will want to evaluate the relative effectiveness of each type of staff used to offer the service. When both professionals and paraprofessionals/allied professionals are involved in offering the service, the planning team will want to evaluate the effectiveness of each group as well as gather data on the special attributes each staff contributes to the delivery of the service. When paraprofessionals/allied professionals are used to deliver a service that was previously delivered by professionals, the planning team will not only need to reevaluate service effectiveness, but it will also need to obtain data regarding any changes that have occurred as a result of the switch in staff.

Selection. Planners need to evaluate the mechanisms by which they selected paraprofessionals/allied professionals. Suggested questions that should be answered as a result of this evaluation are:

1. Did the data on applicants gained during selection prove essentially correct; i.e., were the persons chosen able to utilize training effectively and perform well on the job?
2. Did selection procedures allow professionals to feel confident in their choices at the end of the selection period; i.e., did selection tasks give selectors adequate information?
3. Was the time involved reasonable in terms of the task? Could screening procedures be implemented to cut down on the number of applicants going through selection without diminishing the quality of applicants?
4. Did applicants have a clear idea of the demands and opportunities present in the paraprofessional/allied professional position by the end of the selection?

Training. A number of questions also must be answered in regard to the effect training had on paraprofessionals/allied professionals:

1. Did trainees reach the required levels of competency by the end of training?
2. Did trainers demonstrate the level of skills needed to conduct effective training?
3. Was the time involved reasonable in terms of the task?
4. Were facilities, materials, etc., satisfactory?

Supervision. Supervision needs to be evaluated in terms of how well the paraprofessionals/allied professionals were prepared for and supported in their jobs. Relevant questions include:

1. What tasks were accomplished in supervision?
2. How well was the supervision schedule adhered to?
3. What did those supervised gain from supervision?
4. What areas (content or process) did supervisors and those supervised see as causing problems in supervision?

The Paraprofessional/Allied Professional. In addition to the evaluations conducted on paraprofessional/allied professional services, training, and supervision described above, other evaluations relating to paraprofessional/allied professional performance that should be conducted include:

1. Ability of the paraprofessional/allied professional to work within the policies and organizational format of the agency
2. Ability of the paraprofessional/allied professional to represent the agency effectively on campus
3. Ability of the paraprofessional/allied professional to give constructive ideas to the agency, in terms of policy, organization, and utilization of personnel
4. Ability of the paraprofessional/allied professional to work effectively with other paraprofessionals/allied professionals and support staff (e.g., secretaries)

Rewards. Evaluators need to check on how well their planned reward system worked for paraprofessionals/allied professionals as well as determine whether any unexpected rewards were accrued from working in the program. It is also important to determine to what extent each reward system was desired by each paraprofessional/allied professional and to what extent the reward was present. In addition,

evaluators can ask paraprofessionals/allied professionals for ideas concerning why specific reward systems might have been ineffective and what could be done about that situation.

Program Monitoring. Evaluation concentrates on the effectiveness of programs and services. The broader issue of accountability includes effectiveness but also studies evidence that time and other resources are being well used. This latter effort is often referred to as "program monitoring." The answers to some of the questions listed above (e.g., was time well spent on selection procedures?) provide part of the data for program accountability. Other common questions to be answered are:

1. As paraprofessionals/allied professionals grow in competency, is professional time being released for other tasks?
2. Are selection and training procedures well organized and efficient?
3. Are functions assigned to paraprofessionals/allied professionals the most appropriate ones in terms of time needed for training assignments?

Methodology and Plan

Methods employed for evaluation should be diverse enough to gather data from: (1) the consumers of services offered by paraprofessionals/allied professionals, (2) the professionals who train and supervise paraprofessionals/allied professionals, (3) the other members of the service, (4) the paraprofessionals/allied professionals, and (5) any key groups that are expected to benefit indirectly from the program (e.g., faculty who use paraprofessionals/allied professionals).

The experimental designs described in the Program Development manual are helpful in determining effectiveness of services offered. Interviews, rating sheets, and behavioral observations are methods that work well in helping to evaluate specific components of a paraprofessional/allied professional program. Systematic collection of routine data is essential in program monitoring. Such data might include (1) the number of hours of service offered by paraprofessionals/allied professionals per week, and (2) the number of hours spent by professionals in training and supervising paraprofessionals/allied professionals per week. Long-term evaluation of the effectiveness of specific reward systems for paraprofessionals/allied professionals (i.e., acceptance in graduate school) requires a careful and complete follow up on former paraprofessionals/allied professionals.

The team's evaluation plan needs to include the following:

1. Decision on what is to be evaluated and monitored
2. Sequence for evaluating various components
3. Methods of evaluating each component
4. Schedule describing how often and when each component will be evaluated
5. Decision regarding who will be responsible for the evaluation of each component
6. Decision regarding how and to whom evaluation and monitoring data will be reported

Time spent on evaluation and monitoring produces a solid program that allows changes to be made when appropriate. Clearly, this many-pronged approach assumes the involvement of the planning team, professionals, and paraprofessionals/allied professionals. It also assumes patience in that not all questions can be answered at once. Ongoing, valid evaluation, however, should result in a program that can claim respectability in the campus community, and the support and resources it needs to maintain and expand the utilization of paraprofessionals/allied professionals.

* * *

SUMMARY

The foregoing chapters have discussed issues and considerations that planning teams must take into account when developing paraprofessional/allied professional programming. These topics have been sequenced to correspond to the stages and processes for which their content is pertinent in the WICHE program's Training Manual for Student Service Program Development. This approach was taken because, in the WICHE model, the overall development of a paraprofessional/allied professional program followed the same processes as those used to develop other types of student service programs. However, the use of paraprofessionals/allied professionals as the deliverers of a program necessitates additional considerations at various points in the development process.

The processes for which these considerations have major importance are (1) assessment for a program idea and formulation of a planning team, (2) setting program goals and objectives, and (3) developing program training components and evaluation procedures. The influence paraprofessional/allied professional considerations have upon these processes will affect other development processes for the program's pilot test, full implementation, and continued maintenance.

To use the content presented in this manual, it is recommended that planners follow the stages and processes presented in the Program Development manual and incorporate material from this manual into its stages as suggested in the following outline:

Content Considerations	Program Development Stages
Planning for Paraprofessional and Allied Professional Programs	Stages I and II
Selection of Positions and Personnel	Stages II and III
Training of Personnel	Stages II, III, and IV
The Professional's Role	Stages II through V
Evaluation	Stages II through V

Whether users of this manual apply its content to the recommended program development process or to another development process, the considerations discussed should be incorporated. They have been found crucial to the development of successful paraprofessional and allied professional programs.

* * *

TECHNICAL APPENDIXES

APPENDIX A

A SELECTION PROCESS EXAMPLE

Background

This selection procedure was designed and used to choose graduate student allied professionals at Loma Linda University in Loma Linda, California, to lead relationship enrichment groups. The procedure was incorporated into a training program for relationship enrichment skills and was offered for graduate course credit in the school's Family and Marriage Counseling program. The students who enrolled were told that the opportunity to lead a relationship enrichment group for undergraduates the following quarter would be offered to those who felt confident in their skills and wanted to participate in the selection procedure. Each student in the course had been enrolled in the graduate program for a year, and thus had acquired relatively advanced levels of basic counseling skills. The relationship enrichment training was designed to increase and integrate various of these skills for leading this particular type of group.

Selection Procedure

After experiential training in the basic content areas of a relationship enrichment group, the students participating in leader selection were asked to prepare and lead a mini-group in their choice of the program's content for 30 minutes.

1. In preparing for this selection assignment, each pair of student leaders could review audio- and videotapes of professionals conducting the program to augment the examples of leadership provided them by their teachers.
2. The group for each pair of student leaders was designed to include students role playing several types of problem participants.
3. Each mini-group presentation was videotaped.
4. Each mini-group presentation was observed and rated on the evaluation sheet given below by the student leaders' classmates and teachers.

Evaluation Sheet

Please evaluate the presenter on the scale below on the basis of his/her presentation and your knowledge of him/her. Please circle the number that you feel best indicates the student's standing in the following areas.

Key: 5 Outstanding
4 Outstanding
3 Acceptable
2 Improvement needed
1 Improvement needed

5 4 3 2 1 Is the student personable, likeable, empathic?

5 4 3 2 1 Does the student evidence group teaching-leading ability?

5 4 3 2 1 Does the student evidence commitment and motivation?

5 4 3 2 1 Does the student have the necessary knowledge and content skills?

5 4 3 2 1 Does the student have good verbal and nonverbal communicative skills?

5 4 3 2 1 Is the student dependable and punctual?

5 4 3 2 1 Does the student have the ability to accept feedback?

5 4 3 2 1 Does the student have confrontive ability?

Student Name: _____

Evaluator: _____

5. After each presentation, immediate feedback on group process and leadership was given by:
   a. Students in the mini-group
   b. Student leaders of the mini-group
   c. Classmates
   d. Teachers
6. The videotape of the mini-group was played back and reviewed by everyone in light of the points raised during the immediate feedback and the overall display of leadership strengths and weaknesses.

7. The selection procedure concluded with a confrontive and open discussion concerning the student leaders' capabilities of leading a relationship enrichment group. Those students who wanted to lead a group and who were considered by the class and its teachers to be competent were selected to be allied professional student leaders the following quarter.

* * *

APPENDIX B

BEHAVIOR CHANGE TRAINING METHODOLOGY*

A behavior change training model is presented below in two parts. First, the five steps of the behavior change training model are explained. Then, these steps are illustrated through a specific training procedure from The Student Couples' Seminar: A Leader's Manual.

The five steps in the behavior change training model are:

1. EXPLAIN to those being trained the objectives of your training procedure and exactly what the training procedure entails. That is, tell what you intend to do and why.
2. DEMONSTRATE the training procedure so that the trainees can observe the desired behavior change being reached. This may be accomplished by either of two means: a lecture presentation laden with clear examples or an audio-visual model of the behavior change objective being effectively achieved. Either way, the effect is to take the trainees through the training process via ample illustrations.
3. PRACTICE provides the trainees with an opportunity to implement the behavior change objective being taught by role playing their behavior change and/or to practice the behavior change with actual persons or situations toward which the change is directed.
4. PERFORMANCE FEEDBACK occurs in both role playing and actual practice: the FEEDBACK about how well a trainee has PERFORMED the desired behavior change is given by the trainer and/or other trainees.
5. DISCUSSION with trainees, when they compare the training objectives with the practicing they have just finished, allows them an opportunity to INTEGRATE their understanding of the change objective with their own practice experience.

The Good Feedback Communication Exercise used in the CSU marital enrichment workshop illustrates the behavior change model in practice. The exercise consists of two elements: constructing feedback statements to give to one's spouse, and actually giving and receiving the feedback statements.

---

*From M. Moore and J. Hinkle, The Student Couples' Seminar: A Leader's Manual. Fort Collins, CO: Colorado State University Counseling Center, 1970.

The workshop leader first EXPLAINS element one, the criteria for constructing good feedback statements. "Good feedback statements are (1) descriptive of feelings rather than evaluative of the other person; (2) specific rather than general; and (3) about behavior that can be changed, except when giving complimentary feedback." Actual examples of good feedback statements accompany the explanation explicitly DEMONSTRATING its meaning, i.e., "I feel angry toward you when you don't pick up your clothes in the morning." The trainees are then asked to construct from short descriptions they have previously written about their partners four feedback statements: two complimentary ones and two negative, angry ones.

Element two, the three-step process by which the good feedback statements are given and received, is then EXPLAINED:

Step 1: Partner 1 addresses feedback statement to Partner 2.

Step 2: Partner 2 says, "What I hear you saying to me is . . .," and repeats the statement until Partner 1 indicates that it has been received accurately.

Step 3: Partner 2 then responds to Partner 1's feedback statement with "Inside I feel . . . about your statement."

The three-step process is DEMONSTRATED by an audio-tape of a married couple actually giving and receiving positive and negative feedback statements. The demonstration tape offers a model of the communication exercise being performed as explained.

In the next step, trainees PRACTICE giving and sending their own feedback statements as demonstrated, but with partners other than their spouses. In this case, trainees follow the model with less anxiety and better performance by ROLE PLAYING with a practice partner. PERFORMANCE FEEDBACK is given by other couples and the workshop leader. Subsequently trainees ACTUALLY PRACTICE the good feedback exercise with their own spouses. As in the role-playing situation, PERFORMANCE FEEDBACK is given by the observing couple and the trainer. Finally, all trainees share with each other their affective and cognitive reactions to all the previous steps in the training process. This DISCUSSION facilitates the trainees' INTEGRATION of the training objectives with their own learning experience.

APPENDIX C

A TRAINING PROGRAM EXAMPLE

Title

Core Training in Basic Helping Skills for Paraprofessionals

Description

Training in basic counseling skills is given during ten 2 1/2-hour sessions. Twelve students are selected for enrollment on the basis of their interest in becoming paraprofessionals and on the basis of their skill levels.

Each session is focused on a discrete skill such as verbal attending, affective responding, and active listening. The rationale for this arrangement is that these discrete skills can be trained for and then integrated into an effective personal counseling style. Thus, the approach is a behavioral learning one. The training process may seem fragmented in the beginning as emphasis is directed toward learning specific discrete skills. Later in the training program, several sessions are devoted exclusively to integrating the learned skills. In these sessions, videotape recording and replay are used for purposes of feedback and review.

Outline of Training Sessions

Session I

1. Distribute syllabus containing explanatory materials and exercises for all the training sessions.
2. Explain rationale for skill-training approach to the learning of helping abilities.
3. Describe training sequence and materials to be used for each session.
4. Questions and discussion.
5. Five- to ten-minute break.
6. Initial self-involving exercise.
   a. Written exercise on self-disclosure (The Skilled Helper: A Model for Systematic Helping and Interpersonal Relating by G. Egan, Exercise #1).

b. In triads (listener, speaker, observer), verbal interaction using items from exercise above.

c. Class discussion about reactions to this exercise in context of each student's goals and expectations for this training experience.

Session II

1. Discuss reactions to last week's session.
2. Define and explain rationale for effective physical attending behavior.
3. Model effective and ineffective physical attending behavior.
4. Class discussion of physical attending behavior.
5. Practice in groups of three (speaker, listener, and observer). Observer fills out behavioral checklist given in mimeo on effective feedback. Rotate roles.
6. Five- to ten-minute break.
7. Define and explain effective verbal listening behavior (continuing-encouraging responses and mirroring-paraphrasing responses).
8. Model effective and ineffective verbal listening behavior.
9. Class discussion of verbal attending-listening behaviors.
10. Practice in groups of three (speaker, listener, and observer). Rotate roles.
11. Homework assignment: practice physical attending and verbal attending-listening behaviors during the week and make notes about these experiences. Read mimeos on nature of next week's skill module.

Session III

1. Discuss homework notes.
2. Define and explain affective verbal response and basic empathy skills.
3. Recognition of emotions exercise.
   a. Ask students to suggest a list of emotions. Leader writes them down on separate slips of paper.
   b. Slips of paper are placed in a box.
   c. Each student in turn selects a slip from the box and portrays the emotion using only physical modes of expression. The other students attempt to identify the emotion being portrayed.
   d. Each student tries this exercise twice.

4. Five- to ten-minute break.
5. Explain "you feel _____ and you feel because _____" type of empathy responses (from The Art of Helping by Robert Carkhuff).
6. Model effective and ineffective empathy responses.
7. Class discussion and questions.
8. Practice in groups of three (speaker, listener, and observer). Speaker and observer discuss accuracy of the listener's response in identifying the feeling expressed by the speaker. Rotate roles.
9. Class discussion about this practice.
10. Homework assignment: practice empathy response skills during week and make notes on several specific experiences. Read mimeos about next week's skill module.

Session IV

1. Discuss homework notes.
2. Explain and complete six written items in Exercise #12 (Egan) and share written responses with class.
3. In triads, practice empathy responses: you feel [one word] followed by you feel [phrase or behavioral statement].
4. Five- to ten-minute break.
5. Explain and complete Exercise #13 (Egan). Do at least five emotions and share responses with class.
6. Explain and complete Exercise #16 (Egan), and share responses with class.
7. Homework assignment: practice empathy responses during the week and make notes on the experiences.

Session V

1. Discuss homework notes.
2. Define and explain leading and influencing responses.
3. Model responses, especially open versus closed questions.
4. Class discussion about influencing and leading responses.
5. Practice in triads with observer giving feedback. Rotate roles.
6. Five- to ten-minute break.
7. Define and explain effective self-involving behavior (self-disclosure and genuineness).
8. Model appropriate and inappropriate self-disclosure.
9. Class discussion.

10. Practice self-involving behavior in triads with observer using behavioral checklist to give feedback. Rotate roles.
11. Homework assignment: practice both influencing/leading responses and effective self-involving behavior and make notes on experiences. Read mimeo on next week's skill module.

Session VI

1. Discuss homework notes.
2. Explain effective understanding.
3. Model effective and ineffective understanding.
4. Class discussion.
5. Practice in triads. Observer and listener fill out Understanding Guide after a five-minute interchange between speaker and listener. Impressions are compared and then checked with speaker to determine if the impressions were an accurate understanding of the speaker's feelings and concerns.
6. Five- to ten-minute break.
7. Videotape ten-minute interchange between a speaker and a listener. The students fill out the Understanding Guide and compare impressions during the tape's replay. Speaker responds to classmates' understanding and impressions of his or her feelings and concerns. Repeat this exercise if time permits.
8. Homework assignment: practice skills learned to date and make notes. Review all previous homework notes in preparation for the next three training sessions.

Sessions VII, VIII, and IX

1. Discuss homework notes and impressions of skills learned to date.
2. Explain the next three sessions' format, Interpersonal Process Recall (IPR, Kagan), to practice helping situations in order to integrate learned skills into a personal counseling style.
3. Model training format with a student from outside the class as speaker (the client in IPR process), and two trainers, one as the listener (helper) and the other as the observer (inquirer). Videotape a 15-minute interview between client and helper. In another room set up a monitor on which the inquirer and students in the class may watch this interview. Afterward, replay the videotape following the IPR process.

4. Five- to ten-minute break.
5. Repeat above exercise and have two members of the class assume the roles of helper and inquirer.
6. Repeat this process during the next two (or three) sessions (using students from outside the class as "clients") until each member of the class has assumed the roles of helper and inquirer.

Session X

1. Brief discussion about the need for and usefulness of evaluation for staff and participants.
2. Complete "Test for Knowledge of Core Helping Skills."
3. Complete "Feedback and Course Evaluation Sheets."
4. Complete "Peer and Staff Rating Scale for Helping Effectiveness."
5. General discussion regarding such topics as the course, objectives, reactions, and questions.
6. Repeat tests used as part of the selection procedure to choose students for the class and compare pre- and post-training scores.

The materials that were developed for this training program in basic helping skills may be obtained from Karem Monsour, M.D., Director, Counseling Center, Claremont Colleges, Claremont, CA 91711.

* * *

BIBLIOGRAPHY

GENERAL BIBLIOGRAPHY

Delworth, U. "Paraprofessionals as Guerillas: Recommendations for System Change." Personnel and Guidance Journal, 53, No. 4:335-338 (1974).

Delworth, U., Sherwood, G., and Casaburri, N. Student Paraprofessionals: A Working Model for Higher Education. Student Personnel Series No. 17. Washington, D.C.: American Personnel and Guidance Association, 1974.

Gartner, A., and Riessman, F. "The Paraprofessional Movement in Perspective." Personnel and Guidance Journal, 53, No. 4:253-256 (1974).

Pearl, A. "Paraprofessionals and Social Change." Personnel and Guidance Journal, 53, No. 4:264-268 (1974).

BIBLIOGRAPHY BY SPECIFIC PROGRAM AREAS

Academic Assistance

Brown, W.F. "Student-to-Student Counseling for Academic Adjustment." Personnel and Guidance Journal, 43, No. 8:811-817 (1965).

Brown, W.F. Student-to-Student Counseling: An Approach to Motivating Academic Achievement. Austin, Tex.: University of Texas, Hogg Foundation for Mental Health, 1972.

Brown, W.F., Wehe, N.O., Haslam, W.L., and Zunker, V.G. "Effectiveness of Student-to-Student Counseling on the Academic Adjustment of Potential College Dropouts." Journal of Education Psychology, 62, No. 4:285-289 (1971).

Milander, H.M., and Simmons, G.A. "Developmental Programming Primes High Risk Students for College." College and University Business, 51, No. 2:38 (1971).

Miller, T.R., Antenen, W.W., and Duncan, J.A. "High Risk Students in Junior College: A Special Program." Personnel and Guidance Journal, 49, No. 7:537-543 (1971).

Pierce, R.M., and Norrell, G. "White Tutors for Black Students." Journal of College Student Personnel, 11, No. 3:169-172 (1970).

Rochford, M. "Programs for Culturally Different Students at Selected California Community Colleges." Dissertation Abstracts International, 1972, Vol. 3[illegible], No. 2, 554-A.

Taylor, R.G., Roth, J.D., and Hanson, G.R. "Experimental Housing and Tutoring: Effects on Achievement and Attrition." Journal of College Student Personnel, 12, No. 4:271-278 (1971).

Upcraft, M.L. "Undergraduate Students as Academic Advisors." Personnel and Guidance Journal, 49, No. 10:827-831 (1971).

Zunker, V.G., and Brown, W. "Comparative Effectiveness of Student and Professional Counselors." Personnel and Guidance Journal, 44, No. 7:738-743 (1966).

Counseling/Career Choice

Crane, J., Anderson, W., and Kirchner, K. "Counseling Center Directors' Attitudes Toward Paraprofessionals." Journal of College Student Personnel, 16, No. 2: 119-122 (1975).

Delworth, U., Moore, M., Millick, J., and Leone, P. "Training Student Volunteers." Personnel and Guidance Journal, 53, No. 1:57-61 (1974).

Delworth, U., Sherwood, G., and Casaburri, N. Student Paraprofessionals: A Working Model for Higher Education. Student Personnel Series No. 17. Washington, D.C.: American Personnel and Guidance Association, 1974.

Gelwick, B.P. "Training Faculty to Do Career Advising." Personnel and Guidance Journal, 53, No. 3:214-217 (1974).

Hauer, A. "Adjunct Counselors in College." Personnel and Guidance Journal, 52, No. 1:43-46 (1973).

Oetting, E.R., Ivey, A.E., and Weigel, R.G. The College and University Counseling Center. Student Personnel Series No. 11. Washington, D.C.: American Personnel and Guidance Association, 1970.

Pyle, R.R., and Snyder, F.A. "Students Are Paraprofessional Counselors at Community Colleges." Journal of College Student Personnel, 12, No. 4:259-262 (1971).

Wolff, T. "Undergraduates as Campus Mental Health Workers." Personnel and Guidance Journal, 48, No. 4:294-304 (1969).

Crisis Intervention

Carothers, J.E., and Inslee, L.J. "Level of Empathic Understanding Offered by Volunteer Telephone Services." Journal of Counseling Psychology, 21, No. 4: 274-276 (1974).

Dana, R.H., Heynen, F., and Burdette, R. "Crisis Intervention by Peers." Journal of College Student Personnel, 15, No. 1:58-61 (1974).

Delworth, U., Rudow, E.H., and Taub, J. Crisis Center/Hotline. Springfield, Ill.: Charles C Thomas, 1972.

Dixon, M.C., and Burns, J. "The Training of Telephone Crisis Intervention Volunteers." American Journal of Community Psychology, 3, No. 2:145-150 (1975).

France, K. "Evaluation of Lay Volunteer Crisis Telephone Workers." American Journal of Community Psychology, 3, No. 3:197-220 (1975).

Morgan, J.P., and King, G.D. "The Selection and Evaluation of the Volunteer Paraprofessional Telephone Counselor." American Journal of Community Psychology, 3, No. 3:237-249 (1975).

Tapp, J.T., and Spanier, D. "Personal Characteristics of Volunteer Phone Counselors." Journal of Consulting and Clinical Psychology, 41, No. 2:245-250 (1973).

Tucker, B.J., Megenity, D., and Vigil, L. "Anatomy of a Campus Crisis Center." Personnel and Guidance Journal, 48, No. 5:343-348 (1970).

Orientation

Banta, T.W. "Selecting Student Orientation Assistants: A Comparison of Approaches." Journal of College Student Personnel, 10, No. 4:240-243 (1969).

Cole, C.W., and Ivey, A.E. "Differences Between Students Attending and Not Attending a Precollege Orientation." Journal of College Student Personnel, 8, No. 1:16-20 (1967).

Ehrlich, R.J. "A New Approach to Orienting Students." Improving College and University Teaching, 17, No. 3:206-207 (1967).

Foxley, C.H. "An Experimental Study and Evaluation of the 1967 University of Utah Freshman Orientation Program." Dissertation Abstracts International, 1969, Vol. 29, No. 8, 2562-A.

Kopecek, R.J. "Freshman Orientation Programs: A Comparison." Journal of College Student Personnel, 12, No. 1:54-57 (1971).

Kronovet, E. "Current Practices in Freshman Orientation." Improving College and University Teaching, 17, No. 3:204-205 (1969).

McCann, C.J. "Trends in Orienting College Students." Journal of the National Association of Women Deans and Counselors, 30, No. 2:85-90 (1967).

Patty, A.H. "Freshman Orientation: A Continuing Concern." Improving College and University Teaching, 14, No. 3:184-188 (1966).

Scheurer, L.M. "A New Orientation Program for a Commuter Campus." Journal of the National Association of Women Deans and Counselors, 30, No. 3:162-164 (1967).

Smith, T.F., and Hurst, J.C. "Immediate Follow-up in Orientation Program Evaluation." Journal of College Student Personnel, 15, No. 1:46-52 (1974).

Snider, P.A. "A Student Comes to Us." Journal of the National Association of Women Deans and Counselors, 33, No. 3:138-141 (1970).

Spivack, L.M. "A Systems Approach for Humanizing a College Orientation Program." Journal of College Student Personnel, 14, No. 3:273-279 (1973).

Residence Halls

Atkinson, D.R., Williams, T.D., and Garb, E. "The Personal Orientation Inventory as a Predictor of Resident Assistant Effectiveness." Journal of College Student Personnel, 14, No. 4:326-332 (1973).

Banta, T.W., and McCormick, J.D. "Using Leaderless Group Discussion Technique for Selection of Residence Hall Counselors." Journal of the National Association of Women Deans and Counselors, 33, No. 1:30-33 (1969).

Beder, H.W., and Rickard, S.T. "Residence Hall Regulations and Staff Roles: A Substitute Model for Loco Parentis." NASPA Journal, 9, No. 7:57-61 (1971).

Biggs, D.A. "Selecting Residence Counselors--Job Viewpoints and Interpersonal Attitudes." Journal of College Student Personnel, 12, No. 2:111-115 (1971).

Casse, R.M., and Peckword, W.T. "New Format for Resident Advisor Workshop." Journal of College Student Personnel, 12, No. 5:371 (1971).

Greenwood, J.D., and Lembcke, B., eds. Student Staff in College Residence Halls: Educational Preparation and Role Clarification. Cincinnati, Ohio: Counselor Education Department, University of Cincinnati, 1974.

Harshman, C.L., and Harshman, E.F. "The Evaluation of Undergraduate Residence Hall Staff: A Model and Instrumentation." Journal of College Student Personnel, 15, No. 2:125-132 (1974).

Hipple, J.L., Weston, D., and Harris, M. "Sex Differences in Residence Hall Advisor Training Programs." Journal of College Student Personnel, 16, No. 1: 34-39 (1975).

McBride, M. "Developing a Student Volunteer Program for Residence Halls." Journal of College Student Personnel, 14, No. 4:317-320 (1973).

Morgan, J.D. "Training the Residence Hall Advisor: A Workshop on Expectations." Journal of College Student Personnel, 13, No. 1:76-77 (1972).

Nadin, D.A., and Sorders, O.L. "Sociodrama in the Selection and Training of Male Residence Hall Advisors." NASPA Journal, 7, No. 10:81-85 (1969).

Rand, L.P., and Carew, D.D. "Comparison of T-Group Didactic Approaches to Training Undergraduate Resident Assistants." Journal of College Student Personnel, 11, No. 6:432-438 (1970).

Rodgers, R.F., and Goodman, J. "The Development of a Residence Hall Counselor Evaluation Scale." Journal of College Student Personnel, 16, No. 5:400-403 (1975).

Schroeder, K., Hill, C.E., Gormally, J., and Anthony, W. "Systematic Human Relations Training for Resident Assistants." Journal of College Student Personnel, 14, No. 4:313-316 (1973).

Wolff, T. "Undergraduates as Campus Mental Health Workers." Personnel and Guidance Journal, 48, No. 4:294-304 (1969).

Wotruba, R.T. "Can Residence Hall Staff be Selected Scientifically? NASPA Journal, 7, No. 10:107-111 (1969).

Additional Areas

Anderson, R.B. "Student Committee Reviews Food Service Programs." College Management, 6:9-11 (1971).

Benion, R.E., and Martire, J.G. "An Educational Program on Drug Usage." Journal of the American College Health Association, 18, No. 4:270-273 (1970).

Meyerson, E. "Student Relations with Food Service." Paper presented at the meeting of the Association of College and University Housing Offices, Boston, July 1970.

Plumb, W., and Van Loewenfeldt, P.M. "Student Participation in Student Health Programs." Journal of the American College Health Association, 19, No. 3: 174-176 (1971).

Shook, H.K. "Student on Admissions Committees: Should They Vote on College Applicants?" College Board Reviews, No. 77:20-21 (1970).

Sigglekow, E.O. "The College Union: A Model for Student Power." NASPA Journal, 7, No. 1:7-12 (1969).

Wolff, T. "Helping Students Change the Campus." Personnel and Guidance Journal, 52, No. 8:552-556 (1974).

PROGRAM PLANNING BIBLIOGRAPHY

Selection

Delworth, U., Sherwood, G., and Casaburri, N. Student Paraprofessionals: A Working Model for Higher Education. Student Personnel Series No. 17. Washington, D.C.: American Personnel and Guidance Association, 1974.

Training

Carkhuff, R.R. Helping and Human Relations. Vols. 1 and 2. New York: Holt, Rinehart & Winston, 1969.

Danish, S.J., and Brock, G.W. "The Current Status of Paraprofessional Training." Personnel and Guidance Journal, 53, No. 4:299-303 (1974).

Danish, S.J., and Hauer, A.L. Helping Skills: A Basic Training Program. New York: Behavioral Publications, 1973.

Delworth, U., Sherwood, G., and Casaburri, N. Student Paraprofessionals: A Working Model for Higher Education. Student Personnel Series No. 17. Washington, D.C.: American Personnel and Guidance Association, 1974.

Egan, G. The Skilled Helper, Monterey, Calif.: Brooks/Cole, 1975.

Ivey, A.E. Microcounseling: Innovations in Interviewing Training. Springfield, Ill.: Charles C Thomas, 1971.

Kagan, N. Influencing Human Interaction. East Lansing, Mich.: Michigan State University, Colleges of Education and Human Medicine, 1972.

New Careers Training Laboratory. Instrumented Training: A Tool for Developing Teamwork in New Career Agencies. New York: New York University, 1969.

The Professional's Role

Moore, M. "Training Professionals to Work with Paraprofessionals." Personnel and Guidance Journal, 53, No. 4:308-312 (1974).

Evaluation

Brown, W.F. "Effectiveness of Paraprofessionals: The Evidence." Personnel and Guidance Journal, 53, No. 4:257-263 (1974).

Brown, W.F. "Student-to-Student Counseling for Academic Adjustment." Personnel and Guidance Journal, 43, No. 8:811-817 (1965).

Brown, W.F. Student-to-Student Counseling: An Approach to Motivating Academic Achievement. Austin, Tex.: University of Texas, Hogg Foundation for Mental Health, 1972.

Brown, W.F., Wehe, N.O., Haslam, W.L., and Zunker, V.G. "Effectiveness of Student-to-Student Counseling on the Academic Adjustment of Potential College Dropouts." Journal of Educational Psychology, 62, No. 4:285-289 (1971).

Carkhuff, R.R. "Differential Functioning of Lay and Professional Helpers." Journal of Counseling Psychology, 15, No. 2:117-126 (1968).

Gartner, A. Do Paraprofessionals Improve Human Services: A First Approach of the Data. New York: New York University, New Careers Development Center, 1969.

Truax, C.B., and Lister J.L. "Effectiveness of Counselor and Counselor Aides." Journal of Counseling Psychology, 17, No. 3:331-334 (1970).

Zunker, V.G., and Brown, W.F. "Comparative Effectiveness of Student and Professional Counselors." Personnel and Guidance Journal, 44, No. 7:738-743 (1966).

* * *

77